

Summer 1989

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University of Northern Iowa Alumni Association

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The University of Northern Iowa magazine

# Northern Iowa *Today*

## Premiere issue

Is a well-rounded  
undergraduate education  
a folk tale?

Bringing the world to  
the University of  
Northern Iowa

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## Editor's Note

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*"During the past year there has been a nation-wide focus on the need to improve undergraduate education.*

*"That concern is at the heart of the University of Northern Iowa. We are committed to achieving our place as one of the country's premier teaching universities — a university where both instructional excellence and scholarly activity help foster a reputation for distinction . . ."*

President Constantine W. Curris  
University of Northern Iowa  
1988-89 Foundation Annual Report

In 1987 the Carnegie Foundation for the Advancement of Teaching published *College*, a study of the undergraduate experience in America. This study identified benchmarks for reviewing an institution's approach to undergraduate education. They range from the way students are recruited to general education programs (they identify a quality program as one which is spread throughout the freshman through senior years), to an academic environment where good teaching is valued, scholarship is encouraged and faculty are accessible outside of the classroom.

Still other benchmarks include a residence system that is part of the learning environment, not separate from it; a connection between academic and nonacademic functions; a place where the total campus, not just the classroom, is viewed as a place for learning and a concern for service.

What then is quality undergraduate education? Is it valued? What is the University of Northern Iowa's role as an institution that emphasizes undergraduate education? These are questions we attempt to answer in this issue of *Northern Iowa Today*. We do not pretend that the ensuing articles provide all the answers, nor do they address all of the issues relating to quality undergraduate education. What we hope they *will do* is offer our readers information and ideas that will help you draw your own conclusions.

— SMC



# Northern Iowa Today

**The University of Northern  
Iowa magazine**

**Volume 73, Number 1  
Summer 1989**

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### Dear Readers:

Welcome to the inaugural issue of the University of Northern Iowa magazine, *Northern Iowa Today*, a familiar name in a new format. All alumni, parents and other friends will receive four *Northern Iowa Today* publications annually. The spring and fall issues will be in the familiar newspaper format and will continue to bring you news and features about the University, its people and its programs plus class notes.

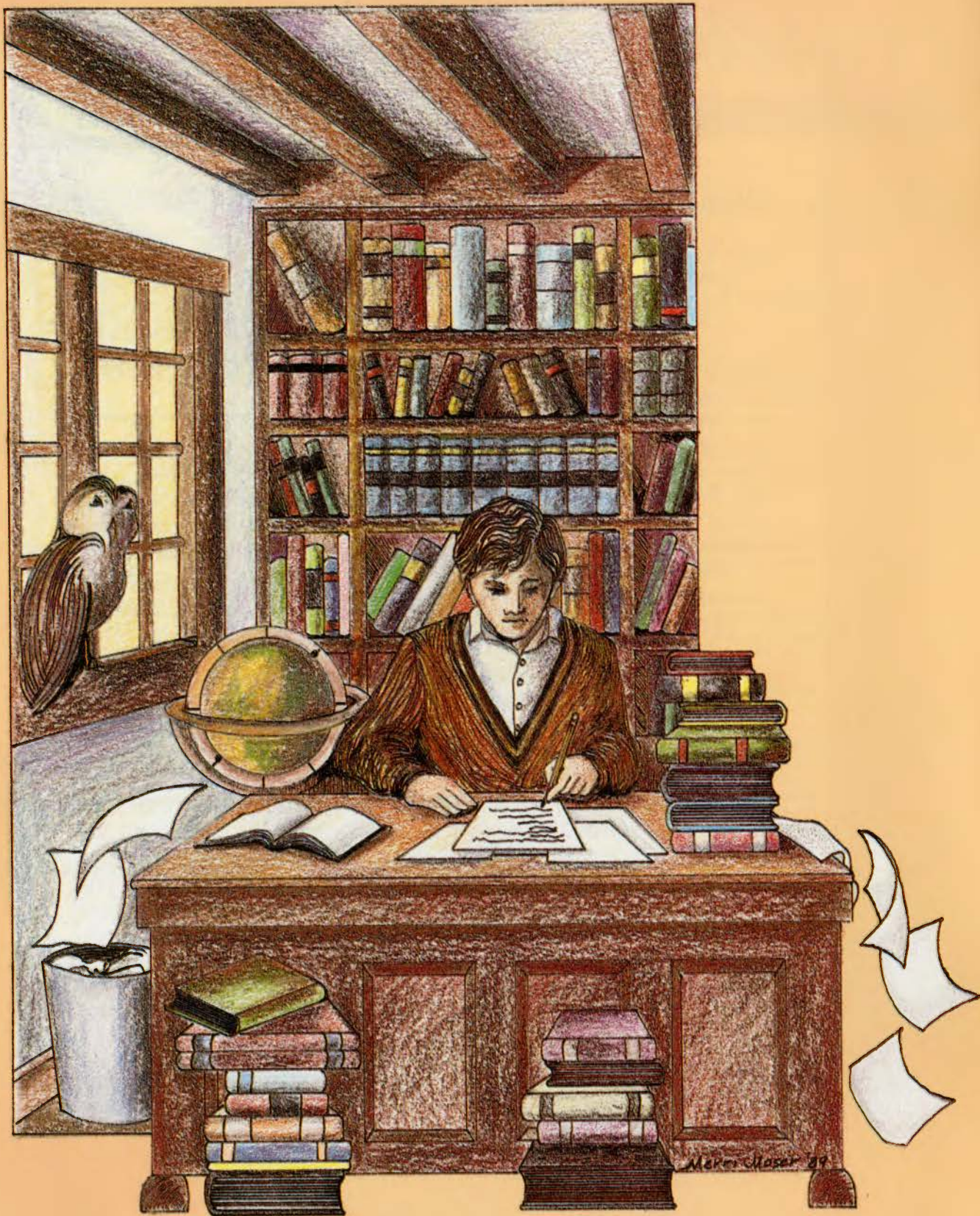
The magazine edition will publish summer and winter issues. It is guided by a mission statement that says in part, "... the magazine will reflect the University's intellectual vitality, commitment to excellence and

distinctive contributions as one of the country's premier teaching universities; move its readers to question issues facing education and society and take appropriate actions to confront these issues; reinforce pride in the University . . ." You will be the judge of how well we fulfill that mission; we invite your comments.

The editors would like to thank Noreen Hermansen, director of alumni relations; J. Joe Mitchell, vice president for development; Rick Stinchfield, executive assistant to the president, and President Constantine Curris for their cooperation and support in launching this new publication.

—Susan Salterberg  
—Susan Chilcott





Memo Chasor 89



# The Three Languages



Let us begin with a simple tale taken from the Brothers Grimm to illuminate the importance of the right kind of undergraduate education. Keep in mind that today “The Three Languages” could just as well be the story of a daughter as that of a son.

“Once upon a time,” it begins, there was a king who worries about his son’s education. He suspects his son is somewhat stupid, but decides to invest in his future anyway by sending him to school. He employs the services of famous masters (our equivalent to professors) for three years in a row. At the end of the first year the son returns and reports that he has learned the language of the dogs. The father, thinking his money is being wasted, sends the son to the second master. From him the son learns what the birds say. Upon hearing this, the father is so enraged that he threatens to disown the son if he learns nothing from the next — and final — master. [The stakes for getting the “right” education are high!] This time the son returns from his study and reports that he has learned the language of the frogs. The father not only disowns him but orders him to be killed (thereby giving us a somewhat exaggerated example of how some parents as well as students respond to the “the impracticality” of liberal arts and science education).

But, of course, the story is not over. The boy escapes and ventures into the world on his own. Here he has a chance to see if his education “works.” He comes to a walled town where he has to seek shelter for the night. Since he is

**Is a well-rounded  
undergraduate  
education  
a folk tale?**



**By  
Grace Ann Hovet  
and  
Theodore R. Hovet**



offered no other place, he agrees to lodge with a pack of wild dogs. As it turns out, these savage beasts have been terrorizing the town by periodically demanding and devouring human victims. (Beginners do, indeed, meet some extraordinary challenges!)



his young man is prepared for the event, however; he had learned the language of the dogs from his first master. Listening carefully, he discovers that they have been bewitched and learns how he can set them free. He does this and, in the process,

unearths the chest of gold they have been protecting. He shares the gold with the entire town and, as a language expert, problem solver, and civic benefactor, secures an important position for himself. Later, he discovers that his other languages serve him equally well and he eventually emerges still more triumphant in his youthful confrontation with a strange and dangerous world.

Ironically, then, the son's education works in ways forever hidden to the practical-minded king, and herein lies our argument that the heart of undergraduate education consists of a broad range of liberal arts and science courses, usually characterized as General Education or the Core Curriculum.

The young man's three years of education in seemingly impractical languages has prepared him to know the world and his place in it. In medieval thought, the world was made up of four elements — earth, air, water and fire. As Bruno Bettelheim notes in his commentary on the story in *The Uses of Enchantment*, the folk tale captures these elements: the dogs represent the earth, the birds the air, and the frogs the water. The young man, in this context, represents the fire of creative energy.

What he has done — what students who treasure a “general education” do — is to learn how to enter into a conversation with the primary elements of the world. These elements are no longer seen in medieval terms of air, water, earth and fire, but in light of the contemporary study of past and present cultures, natural systems, and modes of expression.

By learning the three languages the young man can adapt to different cultures, live in harmony with the natural world, and contribute to the welfare of those around him. Thus the story demonstrates how the discovery of and dialogue with the different voices of the world empowers the individual and enriches the community.

The youth's story is, in fact, the age-old story of pilgrimage or quest. To quote from Robert Bellah and his colleagues' influential *Habits of the Heart: Individualism and Commitment in American Life*, “cultures have used [this quest story] to link private and public; present, past and future; and the life of the individual to the life of society and the meaning of the cosmos.”

For example, American history is filled with stories of young people like Benjamin Franklin and Booker T. Washington who, like the king's son, have left their homes searching for ways to advance themselves and to broaden

their experience of the world. To do this successfully, they had to learn to communicate with others through the languages and references of national and world cultures. They discovered that the kind of practical knowledge valued by the king was relatively unimportant in new cultural contexts.



ur best universities strive to impart to their students the same kind of holistic vision represented in “The Three Languages,” especially through the liberal arts and science core of the General Education program. As students go through

such a program, some of them — let alone some of their parents — are like the king. They see little value in learning the seemingly impractical languages of worlds different from their own. They want to get on with their major, learn vocational skills, and position themselves in the job market.

It is necessary to convince them that the liberal arts and sciences empower them to hear and understand the multiple voices and changing technologies of the contemporary world and to discover their own voices so that they can enter into dialogue with them. As the authors of *Habits of the Heart* have put it, “Cultures are dramatic conversations about things that matter to their participants, and American culture is no exception.”

What they mean is that life in the modern world requires a continuous process of listening to different ideas and values and assimilating them into one's own dialogue with the world. Pointing out to students that it is the son who, after all, gets the gold forever hidden to the pragmatic father seems somewhat obvious, but it helps to get their attention.

At the University of Northern Iowa, the holistic vision is conceptualized in the General Education program — the requirement that students take at least 47 semester hours of courses in the liberal arts and sciences.

Rather than being organized around earth, air, water, and fire — like the education of the king's son — the new G.E. program, implemented in 1988, is divided into six categories which deal with past and present cultures, natural systems, and modes of human expression. The categories are 1) Civilization and Cultures; 2) Fine Arts, Literature, Philosophy and Religion; 3) Natural Science and Technology; 4) Social Science; 5) Communication Essentials; and 6) Personal Wellness.

The first step of the son/daughter's journey toward knowledge and empowerment is learning to hear the voices embedded in these categories and to enter into dialogue with them. For example, in courses like Humanities I students listen to the diverse voices of past cultures which have shaped the Western world — the exotic voices of ancient civilizations like Egypt or Babylon, the powerful voice of the Hebrew Bible, the lyrical voice of Dante, the liberated voice of the Renaissance artist. In Foreign Area courses they listen to voices from Russia, Japan, China and other cultures. Further, in the Natural Science and Technology category they learn to hear voices from the subatomic to the cosmic realm and, in the Social Science



category, to hear how these various voices — cultural, individual, and natural — have shaped human institutions.

In listening to these voices, they learn the skills most clearly tied to the liberal arts and science tradition: critical inquiry, communication, analysis and evaluation. These skills not only empower students “to do” but to identify their relationship to human culture and to the physical universe. To paraphrase the great American poet, Walt Whitman, through General Education are heard the “many long, dumb voices . . . voices of cycles of preparation and accretion and of the threads that connect the stars . . . and of the rights of them the others are down upon.”



ut listening is not enough; students must find their own voices if, like the young man in “The Three Languages,” they are to converse with the unfamiliar. Here

they are faced with two needs, the need for self-expression and the need of that self to engage in a dialogue with the outside world.

Self-expression learned in literature and the arts is through story telling. To quote from Carol Gilligan’s *In a Different Voice*, we “must listen to ourselves and to others . . . to the stories we tell about lives” because “the way people talk about their lives is of significance . . . the language they use and the connections they make reveal the world that they see and in which they act.”

In other words, an education is not simply a matter of acquiring information. It is learning to express the meaning of one’s life in the public as well as the private sector. To do this one needs to acquire a command of language skills. In the General Education program, the courses in Communication Essentials help them to develop not only written communication but also oral and mathematical communication skills.

Finally, the General Education program, unlike the specialized major, attempts to foster a type of “cultural literacy” that allows students to enter into dialogue with the world about them, that is, with national and world cultures. Although we disagree with much that E. D. Hirsch, Jr. advocates in his book *Cultural Literacy*, we do agree that “to be culturally literate is to possess the basic information needed to thrive in the modern world” and that this basic information consists of a “network” of cultural and historical references — a cultural language — that can transcend technological specialization and cultural diversity in the global village.

The need for a cultural language that can travel across the

specialized enclaves of modern life is why, finally, the practical education insisted upon by the king in “The Three Languages” is ultimately impractical. To be able to hear and understand the multiple languages of the world about them readies students for the job market in a way that a purely vocational or career education cannot.

A recent study by the Minnesota private liberal arts colleges discovered that what businesses and institutions most wanted in the college graduates they hire are the ability to communicate effectively with others, to write clearly and concisely, and to solve problems creatively — the very skills fostered by the liberal arts and science curriculum.

Because of this close connection between the liberal arts tradition fostered by General Education and a successful career, many career centers at colleges and universities are changing the way they treat career training. They no longer view career choice as a careful matching of skills with the right job or as work divorced from the inner life of the individual.

As *Habits of the Heart* puts it, “a life composed mainly of work that lacks much intrinsic meaning and leisure devoted to golf and bridge” lacks “the kind of story” that links the individual to the larger world. Thus counselors teach students that their career is an integral part of a life story that makes sense of their own lives and communicates that sense to others.

For example, at the University of Northern Iowa a career planning course for English majors called “The Profession of English” — a discipline that the king would probably see as useless as learning the language of the birds — teaches students to apply the techniques of narrative which they have learned in their literature classes to the job-hunting process. They learn to see that such seemingly mechanical exercises as resume writing and practicing for job interviews are not the means to an end — finding a good job — but the beginning of lifelong effort to tell one’s story in a way that makes sense to others as well as to one’s self. The job in turn becomes part of the narrative.

Eventually the story becomes the record of a voice that has learned to translate from “three languages”: the language of the past, the language of institutional life, and the language of nature. As such, it is a story “of a pilgrimage or quest” that links “private and public; present, past, and future; and the life of the individual to the life of society and the meaning of the cosmos.” No wonder that undergraduate education as exemplified by General Education has a vitally important role to play in contemporary life. **T**

Associate Professor Grace Ann Hovet and Professor Theodore R. Hovet teach in the Department of English Language and Literature at Northern Iowa.





# Can the American mind be reopened?

By Donovan Honnold, '82

**A**lmost daily we see a new report on perceived shortcomings of the American education system: America is dangerously behind its counterparts across the world in knowledge of (fill in the blank). Graduates from our best business schools show reprehensible lack of ethics in conducting their business affairs. Students use their university experience as vocational training for high-paying white-collar careers and never learn to write a coherent business letter.

Books by highly respected academicians excoriate our entire system of formal education. In the early '80s, *A Nation at Risk* warned of the many failings of our educational system. E.D. Hirsch's *Cultural Literacy* discusses the loss of our national cultural heritage. To prove the point, he lists many of the things a literate citizenry should know, but presumably does not, from 1066 to 1945, Achilles to Zola. Allen Bloom's *The Closing of the American Mind* is a systematic and erudite indictment of modern

American values, values that are taught and validated by our universities. Bloom examines the roots of what he perceives as our flawed philosophy, terminating with our fixation on only the recent and "relevant."

The common thread in these books (and shared by the almost daily editorials by prominent educators) is that American students lack a sufficient understanding of who we are, what is important, what is right; and further, how to know the difference. The books also claim that our universities have abdicated their role of imparting a liberal education, offering instead a smattering of narrowly focused "survey" courses and specialty courses designed as career training.

Bloom, dispirited by the chaotic liberal arts process in American universities, concludes that it is "better to give up on liberal education and get on with a specialty in which there is at least a prescribed curriculum and a prospective career. On the way the student can pick up in the elective courses a little of whatever is thought to make one cultured."

The rampant vocationalism among today's students is not a

## Rethinking undergraduate education





symptom of consumerism, of chasing the American money ethic, but a case of following the path of least resistance. Bloom states that "when a student arrives at the university, he finds a bewildering variety of departments and a bewildering variety of courses. And there is no official guidance, no university-wide agreement, about what he should study. Nor does he find readily available examples, either among students or professors, of a unified use of a university's resources. It is easiest simply to make a career choice and go about getting prepared for that career."

Bloom casts great doubt on the ability of a university, any university, to re-establish a tradition of a liberal education. The various, highly specialized "parts" do not add up to a coherent whole. He writes: "These great universities, which can split the atom, find cures for the most terrible diseases . . . cannot generate a modest program of general education for undergraduate students. This is a parable of our times."

Clearly universities are faced with a great challenge. Of course, they must meet the demands of teaching students in the disciplines and skills necessary in our complex economy. Equally, if not more important, is the urgent need to restore the traditional liberal arts education, which teaches students the intellectual foundations with which to deal with our complex society.

**B**eginning in the 1983-84 academic year, new Northern Iowa President Constantine Curriss formed a Select Committee on University Planning, which included faculty, students, academic administrators and staff. The committee reviewed the University's objectives and direction over the University's spectrum of influence . . . from its academic mission to public service. At that time, Curriss and the committee made a commitment to excellence in undergraduate education one of the University's highest priorities.

Excellence in undergraduate education means that the baccalaureate program has value in and of itself; it need not be linked with the notion that a student has worth only when he or she has completed graduate school. While many universities have allowed a disproportionate amount of their resources to flow toward the graduate and professional programs, Northern Iowa has elected, in part, to do a better job of educating undergraduates. Among the initiatives taken are:

- Restructuring the General Education program, increasing its depth, breadth and rigor
- Capping enrollment to allow better allocation of resources to students
- Adopting more stringent admissions standards, which, in effect, force high school students to become better prepared before entering the university
- Establishing a Presidential Scholars program to attract the highest academic achievers to Northern Iowa

- Encouraging undergraduate research opportunities
- Developing undergraduates' leadership skills through student-managed organizations
- Providing funding for intercollegiate academic competition
- Emphasizing international studies and experiences

The first order of business was a complete restructuring of the University's general education program. According to Darrel Davis, associate professor of accounting and chair of the University General Education Committee, the old program had "evolved to a point in which it lost coherence and had become a smorgasbord of class offerings." Under the old system, a student was required to take 40 semester hours spread somewhat equally over 12 categories, selecting from 90 different course offerings.

Beginning with the Fall 1988 semester, students newly enrolled in the University of Northern Iowa are required to take a 47-hour general education program, divided among only six categories. The program is more prescriptive than previous programs, according to Marlene Strathe, assistant vice president for academic affairs and coordinator of the general education program.

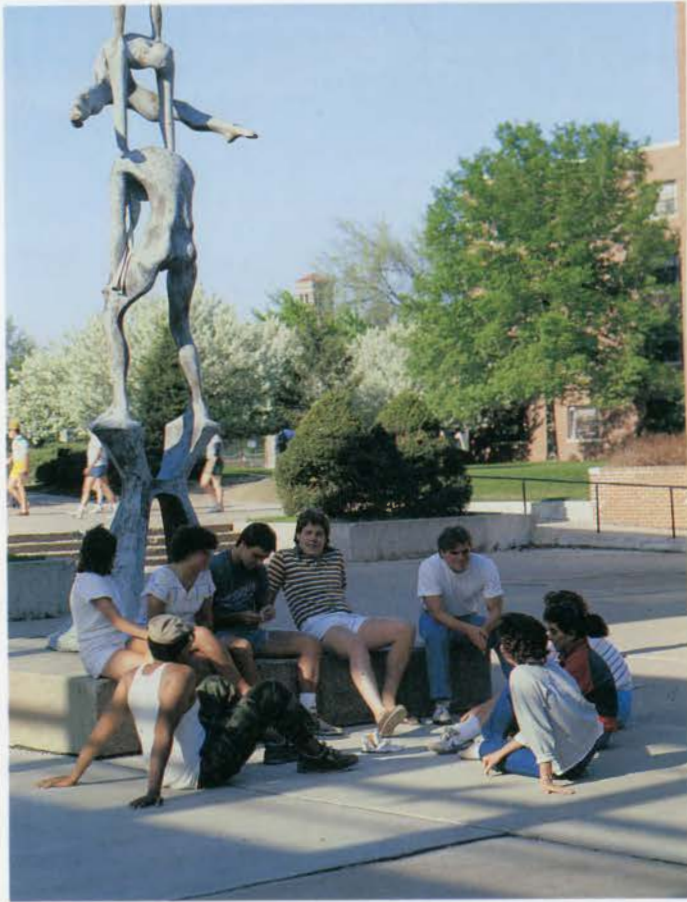
"Across the nation there has been a move to develop more coherent, rigorous, focused general education programs. Our revision reflects the national trend. Courses in humanities, mathematics, science, writing, speech and personal wellness are required, instead of allowing students to choose from courses that do not offer an equivalent educational experience," Strathe says.

In the new program, required courses were selected that would meet the objectives of a philosophy statement that the general education committee carefully conceived for each of the six categories. Few substitutions are allowed. Strathe explains, "If a student petitions for a substitute course to fulfill a requirement, the substitution is granted only if the course is in agreement with the philosophy statement."

Some courses were restructured to serve as general education courses. Many introductory or survey courses for a major program were eliminated from the general education offerings.

The new program is designed to offer depth, breadth, and cross-disciplinary perspectives. For example, students must take two four-hour courses in the humanities. (The old program required only one of the two courses.) The humanities courses cover broad traditions in literature, history, art, music and philosophy. Faculty teaching these courses are drawn from the departments of English, history, and philosophy and religion, according to Strathe, and are selected based on "their background, experience and broad interest necessary to teach these courses." Northern Iowa's program reflects a national trend to incorporate general education courses over the four-year undergraduate period, instead of two years of general education followed by two years of intensive major study. The committee, according to





*A sculpture court on campus is a popular student gathering place. Northern Iowa believes that a friendly, hospitable campus environment is another of the many factors contributing to a quality undergraduate education.*

Strathe, made "a systematic attempt to make general education an important part of the degree program, as opposed to something to merely 'get out of the way' before going on to a major." For example, in the natural sciences and technology area, a required "capstone" course can only be taken by juniors or seniors.

The new program came about after nearly four years of planning, negotiating and, needless to say, spirited debate and compromises among educators. But, according to Strathe, the faculty generally feel good about the new program.

One of the highly publicized initiatives was the enactment in 1986 of an enrollment cap, limiting the University to 11,500 students. The cap was an admission that Northern Iowa is committed to preserving the quality of education, not growth for its own sake. As President Curris stated at the time the cap was implemented, "we need to ensure that the strength of our programs is maintained, or we will fall victim to our own popularity."

The cap allowed the University to operate within its boundaries, to adhere to the judgement that smaller class sizes and one-on-one interaction between students and faculty contribute to the quality of education. And that the teaching of undergraduates is — and will continue to be — a faculty commitment, not a graduate student assignment.

The cap was first proposed during a time of decreasing state appropriations and increasing freshmen enrollment. In April of this year, the University requested, and the Board of Regents approved, a suspension of the enrollment cap. Many of the conditions leading to the cap have improved: the Iowa economy is rebounding; additional funding will permit the hiring of new faculty; and building construction and renovation will eliminate overcrowding.

The University's stricter admissions standards also have helped control enrollment pressures, with the salient effect of compelling students to be better prepared upon entering college.

In 1984, several UNI faculty expressed their concerns that incoming students were poorly prepared, especially in mathematics and writing. At that time, over 26 percent of incoming freshmen needed non-credit developmental courses in English and math. The Faculty Senate formed a committee of faculty members and admissions officials to review admissions standards. The result: admission requirements stating that incoming freshmen must graduate in the top half of their high school class, take the ACT examination, and meet specified subject matter requirements.

In 1988, admissions requirements were further tightened. In addition to the class rank/ACT criteria, students now must have taken a "core curriculum," comprised of four years of English, including composition and speech; three years of mathematics, including algebra; two years of science, including laboratory experience; three years of social science courses; and two years of "subject areas," such as fine arts or foreign languages.

Dennis Hendrickson, associate director of admissions at Northern Iowa, believes that the incrementally stricter requirements over the past five years have made college-bound students better prepared; in fact, the percentage of incoming students requiring developmental (remedial) work in math and English has dropped from 26.6 percent in 1984 to 6.3 percent in 1988.

The Fall 1988 semester marked the first time that the University has denied enrollment to a student who met the pre-1984 requirements. But Hendrickson says this has not deterred applications. "As we've become more selective, we have had record enrollments. It's a psychological factor: By making it more difficult to get into UNI, more of the better students want to come here."

Hendrickson has heard nothing but praise for the new standards. "We have had almost unanimous positive response from high school counselors, teachers and parents. Students haven't balked at the tougher requirements, they've responded. There are absolutely no negatives associated with these new standards. The faculty are more effective teachers because they have better prepared, more responsive students. And the better quality of students makes it possible to recruit better faculty."

Northern Iowa was the first Iowa public university to





*Virginia Berg, associate professor of biology, and junior Kimryn Meyer investigate how soybeans respond to heat and drought stress in a project for the U.S.D.A.*

enact stricter standards. Hendrickson believes this leadership role benefits education statewide. "We've gotten the message out that students need to prepare for college, beginning early in the eighth grade. Northern Iowa has taken a leadership role, and other college officials are now examining their admissions requirements."

High school seniors deemed "best of the best" academically may qualify for the University of Northern Iowa Presidential Scholars program. Each fall, approximately 15 high school seniors are selected for the program, which awards four-year, "full ride" academic scholarships. Presidential Scholars may pursue any major offered by the University, take part in scholars-only seminars, be eligible for special travel or study opportunities, and receive extensive individual advising. They are required to complete a senior thesis or project.

According to Robert Talbott, professor of history and past director of the Presidential Scholars Board, the selection criteria alone are demanding: an ACT score of 28 or above and graduation in the top 10 percent of their high school class. In addition, Talbott explains, "We look for young men and women who expect a lot from themselves and a lot from our institution. We seek the best of the best from among Iowa's hundreds of outstanding students in terms of academic quality, leadership, involvement and service. These students will benefit from our special program of rigorous academic course work and become leaders on our campus."

Research by undergraduate students, uncommon at many institutions, is encouraged and supported at Northern Iowa. Presidential scholar Kimryn Meyer, a sophomore from Missouri Valley, says she came to Northern Iowa "with a set of 'big school' assumptions, like undergraduates don't do real research...that it's reserved for faculty and graduate students."

Meyer is working with Associate Professor Virginia Berg under a USDA grant to determine how soybean plants are affected by heat and drought stress. Meyer comments that, at the big research schools, undergraduates just don't get to participate. At UNI there aren't as many people doing research, but the ones who do are working on national-level research, and they're accessible.

Students in business and communications courses also are involved with projects out of the classroom. In the business area, management, accounting and marketing seniors conduct research for Iowa's businesses in a business policy class taught by Assistant Professor Saul Diamond.

Linda Lundstrom, a senior business marketing major from Ankeny, also receives educational experiences through involvement in student-managed organizations. She is president of the Northern Iowa chapter of the American Marketing Association. This year, the organization has about 200 members and a budget that is larger than some of Iowa's small businesses. Yet it's student-run and the members generate their income through fundraising activities. They work with the Waterloo and Cedar Falls Chambers of Commerce, develop promotional materials for businesses, and participate in various other activities that enable them to graduate with the skills that will help them in their careers.

Lundstrom says her experience at UNI has helped her learn to manage — "my time, other students, and projects." She also says, because of her undergraduate opportunities, she now knows how to motivate and give direction.

Intercollegiate athletics are a big-money national obsession, but intercollegiate *academic* competition receives scant funding and little public notice. Beginning with the 1985-86 academic year, at the request of Curris, a special Intercollegiate Academics fund was established to promote and support Northern Iowa students in activities such as forensics competitions, professional and leadership activities, and College Bowl competitions.

According to Marlene Strathe, who oversees the fund, the program operates on student-initiated requests for funding. Nearly \$52,500 is available for the 1988-89 academic year. Over 60 individuals or academic groups received funding during 1987-88. Strathe explains that the funding "is for completely extracurricular activities; it is not intended to support activities required by a major or a course, but to





*Soviet students Tanya Kustova, Anna Prudovskaya, Elena Perepelitsina and Tanya Beliaeva perform Russian folk songs for a distinctly American audience at Cedar Falls' College Square Mall.*

support academic programs beyond the usual course of study.”

Funding for intercollegiate academics is partially responsible for Northern Iowa's high national ranking in forensics competitions. Penny Geurink, an instructor in communications and theatre arts and individual events coach, believes that sending teams to more competitions breeds success for the program. “The participation has allowed us to keep our national ranking in forensics. During the 1987-88 season, our individual events team ranked fourth and sixth in two national tournaments. Our total program, including debate, was ranked eighth.” The team competes — and succeeds — against strong competition from Northwestern, Harvard, Wake Forest and Baylor Universities.

“The impact of intercollegiate academics funding is far reaching. Participation in such programs serves a dual purpose of enriching the education of our students, while serving as a catalyst toward strengthening academic programs for those who will follow,” according to Strathe.

International and intercultural studies are now at the core of education at Northern Iowa. The new General Education program requires courses in Western and non-Western cultures, and competence in a foreign language is a graduation requirement. International knowledge, competence and experience have become widely recognized as essential to both educational experiences and successful careers in virtually every professional field. We already are seeing the need for international awareness economically,

linguistically, politically and socially. The emerging global economy is one example underscoring this need.

Over 100 UNI faculty have interests and ongoing involvement in intercultural education. Study abroad opportunities have permitted students to study at the American Institute in London; the University of Klagenfurt, Austria; Hebei Teachers Institute in our Chinese sister state; and universities in Latin America. In turn, many international students are studying at Northern Iowa. (See related stories, pages 12-19).

**W**hat determines the quality of undergraduate education? Some, like Allen Bloom, believe an intensive, four-year immersion in what we term the humanities — in classical philosophy and the “great books” — is better than anything offered in universities today. The “Top 40” approach put forth by *U.S. News and World Report's* annual survey of our best universities sometimes seems more concerned with prestige and reputation, measured by the number of doctoral programs offered and alumni Nobel laureates.

The *U.S. News* survey is correct when stating that “no yardstick or collection of yardsticks can render absolute or final judgments about an area of human enterprise as varied and difficult to pin down quantifiably as the quality of higher education.”

Perhaps comparisons are meaningless; a university should be evaluated on how well it articulates its mission, and the degree to which it keeps its sights on meeting that mission. Northern Iowa's mission is not to operate a medical center or engineering college, but to achieve excellence in the quality of undergraduate education opportunities.

In a survey of 1988 graduating seniors, 97 percent responded that they were “satisfied” or “very satisfied” with both the overall quality of teaching and overall education they received at Northern Iowa. Fully 96 percent of the graduates expressed satisfaction with their intellectual development at the University, and 98 percent with the “total experience at UNI.”

This suggests that, in the minds of its students, Northern Iowa has served them well in its mission to be one of the country's premier teaching universities. **T**



By Bill Witt, '72

It's a typical Friday night around the Northern Iowa campus: On The Hill, students pass each other on the sidewalks, calling cheery greetings, laughing, and generally engaging in the fine art of "scoping." From the Towers comes a dull, insistent thud-thud-thud, like distant mortar fire, and rising above that the intermingled wails of a dozen different lead guitars float into the crisp, clear air.

Music is also spilling out of Bartlett Hall's Memorial Lounge, but it is music tinged with a gentle melancholy, sung softly in a strange language by a chorus of voices to the accompaniment of a single acoustic guitar. Suddenly, above the chorus, a young woman's voice urges, "Louder! Louder! You can still be happy! Remember, you don't DIE until the last verse!" With that, the song's mysterious verses collapse into the universal language of laughter.

Entering the lounge, a visitor finds about 30 students seated close together on and around a u-shaped couch. As guffaws and hugs subside to giggles, he learns that a dozen nations are represented in the mosaic of faces. Tonight is Russian Folk Song Night for the International Friendship Club, and Nadia and Tanya are the leaders. They are joined by Malaysians and Japanese, Costa Ricans, South Africans and Americans, Chinese and French, Indians and Indonesians.

The easy camaraderie of this informal gathering is quiet evidence of a subtle change in attitude and aspirations for a growing number of Northern Iowa

Bringing the world to Northern Iowa



students, a change which is welcomed and abetted by the 100-plus faculty and staff members who have international experience and expertise. These individuals tend to see themselves as a loose, on-campus international community, but through a series of incremental changes and long-term institutional growth they hope to help the University of Northern Iowa attain a significant place in the world's community of minds and cultures.

The proposals for change and expansion of international programs have been carefully developed, says Richard Newell. Since 1986, Newell, a professor of history and an internationally recognized authority on Afghanistan and South Asia, has guided the establishment of the Office of International Studies as its interim director. As part of the International Studies Committee, he also helped author a document outlining the University's role in international affairs, which was presented by the International Studies Committee to the Faculty Senate in August 1987.

The plan calls for joining seven distinct programs currently under academic affairs, residence and student services, and extension. Its intent is to "introduce comprehensive change in the perceptions, expectations, knowledge and experience within the community of UNI students, faculty and staff..."

According to University Provost James Martin, whose office will oversee the new effort, "The operating principle for international studies is the one which guides our University. [That principle] is to offer every student who wishes it a personalized learning experience.

We hope to increase greatly the international knowledge and awareness of our faculty and staff, and through them to inspire our students to seek international experience for themselves. We will do all we can to support their aspirations financially and logistically."

While Northern Iowa's efforts toward changing experiences and expectations began more than 30 years ago, the potential benefits of expanding our links to the world were "under-appreciated," according to Germana Nijim, who heads the Office of Foreign Student Affairs. Nijim was teaching freshman English at Northern Iowa when she first became interested in the work Professor Alden "Bish" Hanson was doing as a foreign student advisor. "Individuals from time to time have viewed foreign students as an expensive novelty," she believes. "But times are changing and the reality of global interconnectedness has

transformed Iowans' views."

Iowa has long seen itself as an exporter of agricultural produce, machinery and technology. And individual Iowans — notably Herbert Hoover, Henry Wallace, Harry Hopkins and Norman Borlaug — have also made notable contributions to international understanding and growth. The visit of Soviet Premier Khrushchev to Iowa in 1959, however, marked the "official" recognition of the state's importance to global economics and diplomacy through agriculture.

The Stanley, Garst and Chrystal families assumed visible,

continuing roles and helped change Iowans' perceptions of themselves as players in the international arena. During the prosperous Seventies, and during the economic "crunch" of the Eighties, thousands of Iowans sought new "niches" for Iowa in the international marketplace.

Geof Mills, assistant dean of the School of Business and a vigorous proponent of international education, believes Northern Iowa has significant selling points in the post-industrial era.

"We don't have advanced laser physics or microchips or superconductors," he says, "but we are strong in two areas that underpin many countries' basic economic aspirations: education and business expertise. In other words, we can offer concepts which in turn shape, direct and drive the technology. For us, the issue becomes one of delivery."

It is in this context of "delivering" that the efforts to shape a cohesive international studies program take on greater significance. "We have to create a system which first

encourages and then supports the personal contacts that lead to intellectual and cultural enrichment," says Newell. "We're investing in long-term, person-to-person opportunity as the key to the broader international picture."

In recent years, international advocates have expanded Northern Iowa's exchange relationships with foreign institutions. Building on the Modern Language department's Summer Institutes Abroad program, which offers for-credit courses at universities in Austria, Germany, France, Spain, and Mexico, University emissaries have negotiated arrangements with the Universities of London, Klagensfurt (Austria), Valladolid and Extremadura (Spain), Kansai Gaidai (Japan), and Hebei (China). These programs provide teaching and research exchanges for faculty members as well as study opportunities for students.



*We're investing in long-term, person-to-person opportunity as the key to the broader international picture.*

**Richard Newell, interim director, Office of International Studies**





David Obermiller works with Sonia Solis and several other University of Northern Iowa students to plan "Celebration of the International Family," an international event held on campus April 23.

The fruits of such exchanges are often in keeping with the "Northern Iowa Style," of individuals sharing their insights and experiences with other individuals in a low-key, but meaningful way.

Department of Sociology Professor Gene Lutz organized a study tour where he and a small group of students investigated 12 aspects of Scandinavia's "unique way of responding to social problems." While the group wasn't looking for any "final answers," Lutz watched the experience touch each student.

"Once you see that your society offers but one of a variety of successful possibilities for living, then you can begin to see how things can be different, and you can begin to create meaningful change. Ultimately, the only way we can enjoy an improved quality of life is to be open to change. To challenge yourself in this way is a more exciting, fulfilling and rational way to live," Lutz maintains.

Lutz's usual approach, however, is to try to pique his students' interest in the local educational setting. "Sometimes, the message is subtle, as when I give my students 'story problems' to work. I don't name the people in my examples 'Bob' or 'Susan.' Instead, they're 'Pierre' and 'Annika' and 'Johann.' Or, I'll begin the class by observing something like, 'Today is a famous day. Why?' It might be Bastille Day, or United Nations Day — anything that has a tie to the larger world — because that is what the underlying message always is: My world is bigger. I'm not saying anything about what their worlds might, or should, be; I'm simply inviting them to come up to my window and have a look."

Students in Associate Professor Joann Spaide's nutrition classes are frequently invited to an imaginary dinner as a way of evaluating midwesterners' diet compared to the eating habits of other societies. "I explain that we'll be sampling some real delicacies," she laughs. "After I've described the careful preparation and the mouth-watering seasonings, I then reveal that the main course will be goat chops, or maybe deep-fried locusts." The students' initial reaction is often one of surprise or shock, Spaide admits, but "it brings them quickly to the realization that we are resourceful, adaptable creatures, capable of making almost any environment satisfy our needs."

According to Professor John Smith of the College of Education, it is this ability to see oneself functioning in a "completely different context, as a member of a minority group, that makes us flexible, resilient, more capable problem-solvers," and therefore "better prepared to succeed throughout life."

Mills and his internationalist colleagues in the School of Business, notably Fred Abraham and Robert Wyatt, "flavor the issues" with the low-key approach described by Spaide, Lutz and many others. However, once students' aspirations have been raised, the College of Business enjoys an advantage in assisting their plans that is unique among the University's colleges and departments.

"The Lawrence Jepson Fund is a tremendous boon to the promotion of international exchange," according to Abraham. (The Jepson Memorial Fund was created through a gift from the estate of Lawrence Jepson, B.A. '17, a long-



time supporter of the UNI business program, particularly international economics.) Income from the Jepson Memorial Fund supports faculty development, curriculum development, and student scholarship abroad. "I can't overestimate our good fortune in having the Jepson funds."

Typically, the "student share" annually assists five or six scholars with their travel hopes, and when students return from a semester or a year overseas, says Mills, "their level of insight and their energy and enthusiasm are so high that they are virtually transformed."

Other "international" faculty members concur with Geof Mill's observations. They share his enthusiasm for the transforming nature of experience abroad — and they agree, sadly, that little institutional financial assistance is available for foreign study beyond that offered to a handful of business students.

The situation is not an impossible one, however. "Just meeting in-state tuition costs often involves considerable sacrifice for our students and their families," Newell says. "One way we hope to help potential international scholars is to make them aware of the possibilities early in their academic careers. Freshmen who plan and budget for study abroad frequently find that the financial hurdles can be overcome fairly smoothly by their junior year."

Newell also stresses that Northern Iowa's cooperative arrangements represent a bargain in themselves. "Foreign travel and study is expensive," he admits. "But a number of our programs, particularly our language institutes and the Iowa Regents program in London, provide a remarkably high quality learning experience at a cost that is as low as one is likely to find."

John Smith calls for another way of boosting international awareness and aspirations at Northern Iowa. "We should remember," he advises, "that, while we have some excellent values for our students 'over there,' we also have a great educational bargain to offer foreign students coming here."

Echoing Geof Mills's observations on the desirability of the University's traditional curricular strengths, Smith argues that doubling or tripling the resident foreign student population from the present 150 could be swiftly accomplished, and that it would have a substantial effect. "The reputation of our programs is such that we could easily get another 150 or 200 foreign students on campus.\* The issue then becomes one of bringing them into the mainstream of University life. For the 95% of our students who will never study overseas, that is the best alternative for giving them meaningful, direct intercultural exposure."

Pat Sorcic has, with Germana Nijim, a lead role in helping foreign students adjust to life in an alien culture and be happy and productive. Nijim's task consists, to a large extent, of "listening between the lines," of being a personal counsellor as well as a go-between with the Office of Admissions, academic departments, State Department, consular offices, sponsoring institutions, and all hurdle-setters in the bureaucratic maze newcomers face.

Nijim works with foreign students one-on-one; Sorcic, as coordinator of Bartlett Hall where most foreign students reside, is "in the thick of things, on-call, day and night."

Because Bartlett remains open even during vacations and semester breaks, Sorcic has the most time-consuming of the residence hall coordinators' positions. She is quick to point out, though, that she sought the challenge.

"I knew what I was getting into," Sorcic says, "and I was attracted to the challenges — of the diversity of the students and their needs, of the curiosity and the sensitivity that both the American and foreign students experience, and of their desire to come here and live together successfully."



*When I leave here, whatever I do, I want to be working with people to help them understand each other and live and grow together. I'm so deeply grateful to know that I'm one of many students taking a new attitude out to the rest of the world.*

Anna Brown, junior (front left),  
Bellingham, Washington

"I also knew I would have a lot of freedom to do what I thought necessary." Sorcic set out to make 'The Bartlett Difference.' "I wanted to change perceptions of Bartlett from a quiet enclave for foreign students to a vibrant example of international living." To accomplish that, she defined two major goals. The first was to create a comfortable, supportive environment.

Sorcic began by developing a training program for the hall's carefully chosen resident assistants, or "RAs." She worked with them to build their cultural awareness and communication and problem-solving skills. "All our RAs are trained in communication and problem-solving," she points out, "but the staff have to be especially perceptive and flexible. And patient. People from other cultures have



completely different non-verbal cues, for example, and even when they are speaking in English, the words themselves may have different connotations and meanings."

Newcomers are particularly susceptible to feelings of surprise, frustration, alienation, depression and withdrawal. To help them deal with these feelings, Sorcic and her staff devised the Bridges Program. Personal peer counsellors, assigned to foreign students, answer questions, guide them around campus, introduce support staff and other problem-solvers, and generally help them "get the feel of the system."

Another effort, a discussion series offered in each residence hall, helps residents improve understanding of themselves and each other. Sometimes, discussions fail, while at others, "students go on for hours." Sorcic recalls that a discussion of courtship and marriage customs drew students from at least 20 countries, "and everyone had plenty to ask, and to say."

Once students feel at ease with one another and their support system, Sorcic's second goal is to help them become leaders. Having the foreign and American students create their own events and programs would be "one of the best proofs that our international program was working well."

Northern Iowa's students are generating ample evidence that the commitment to internationalism is growing and thriving. Inspired by their continuing success at international living and learning, they are promoting their own visions in ways unimagined only a year ago.

David Obermiller, a senior from Clinton majoring in history, is at the glowing core of international student leadership. The son of Japanese and American parents, Obermiller spent his junior year as an exchange student in Japan. He wanted to learn about his mother's native culture first hand. When he returned to Cedar Falls, he had been transformed.

Obermiller's first thought was to befriend more "international" students, "and by 'international' I mean all who want to enlarge their world horizons, wherever they come from," he declares. He quickly realized, however, that enlarging his personal circle of friends wasn't going to be enough. The International Friendship Club quickly followed.

"The Friendship Club brought more people together, sooner, than we could have dreamed," recalls Masataka Yamada, a graduate student from Yokohama, Japan. "It seemed as though one night a few of us were talking about it, and the next night 70 people were meeting and talking and singing."

The Friendship Club didn't suddenly appear, of course, and Obermiller is quick to credit Sorcic, Nijim, Newell and many others who lent advice and support. "But the real beauty of it," he proclaims, "is that we created it ourselves. We came together and made it work."

The success of the Friendship Club soon inspired the students to take on a much larger project, the Celebration of the International Family.

As the strains of Russian folk songs drift down the

corridors of Bartlett Hall on a Friday evening in late winter, David Obermiller and his friends are feverishly at work in a small, cramped room within earshot of the singers in the lounge.

If all goes well, on April 23, 1989, they will have brought official representatives of the 48 nations currently comprising Northern Iowa's international community to the campus for a celebration of "world-wide peace and unity amid diversity." Tonight the students are "running a protocol check," making sure that the proper name, title, and form of address are used on each of the dozens of invitations they are preparing to send out.

This will prove to be another work night that will last until 4 A.M., the third for the week. If the students are fatigued, they aren't showing it. For Sonia Solis, a senior from San Jose, Costa Rica, the experience is raising her self-image and her hopes and preparing her for leadership for the rest of her life. "I see the strengths of my people and my country, I see the strengths here, and I can see how to bring them together. I have the potential to meet that challenge, and I have the ability to help others do the same."

David Obermiller interrupts Solis and predicts, "Someday, Sonia will be Costa Rica's Minister of Education. Maybe she'll even be President." Then he reflects, quietly, "We aren't going to be measuring our success in terms of numbers or job titles. Maybe 500 people will come to our celebration, maybe 300, maybe 200, we can't say for certain. What we do know is that the understanding and fellowship we share is going to carry through all our lives. By achieving just that much, we've already helped make our world a better place."

Anna Brown, a junior from Bellingham, Washington, then offers these observations on her international experience at Northern Iowa, and they sum up the promise of international learning perhaps as well as any can:

"When I know that a professor has gone to a place we're studying about and has met the people there, I will give him or her more credibility, and I will see more purpose in what I'm learning . . . and when I'm in class with fellow students who have been there, it makes *life* a learning experience, not just the 50 minutes we spend in the classroom.

"When I leave here, whatever work I do, wherever I am, I want to be working with people to help them understand each other and live and grow together. I'm so deeply grateful and happy to know that I'm one of many of our students taking a new attitude out into the rest of the world." **T**

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**\*Editor's note:** A recently developed University recruiting plan outlines goals for increasing the number of international students at Northern Iowa. Several of the goals include concentrating recruitment efforts toward targeted countries; participating in overseas educational recruiting tours; and providing faculty members and administrators traveling abroad with recruitment information to share with prospective students. The recruitment plan states that "a judicious investment in foreign student recruitment and retention can help the campus community — economically, educationally and culturally."



# Glasnost opens doors to historic event for higher education

The University of Northern Iowa's commitment to a stronger international presence and the Soviet Union's commitment to glasnost merged to create a historic event for both Soviet and U.S. higher education.

Northern Iowa is one of the first two\* public universities in the United States to enroll undergraduate students from the Soviet Union. The Soviet students' visit is sponsored by the American Council of Teachers of Russian (ACTR). Timothy O'Connor, associate professor of history at Northern Iowa, is ACTR's director of operations in the Soviet Union.

The seven students, all women, are from the Herzen Pedagogical Institute in Leningrad. According to O'Connor, Herzen is one of the most prestigious institutes for teacher training in the Soviet Union. The students, elementary education majors, are second and third year students in a five-year program, roughly equivalent to sophomores and juniors in America. "UNI has expertise in teacher education so it seemed like a good match," he says.

While the two schools share a distinctive reputation for training teachers, there were other reasons to select Northern Iowa for this historic role. Sue Follon, vice president for educational and student services and a member of the Iowa-Soviet Sister State Committee says that the atmosphere in Iowa and at the University of Northern Iowa makes a Soviet exchange possible. "Iowans, both parents and students, are accepting of people. They are interested in other cultures and supportive of opportunities to increase international understanding," she says.

"And this is a University where students have a caring attitude about others."

Daniel E. Davidson, national director of ACTR, also believes Iowa is a logical place for Soviet students to study. "The state of Iowa, perhaps all the way back to the visit of Nikita Khrushchev to the Garst farm [in 1959] always has been seen as a particularly academically fertile part of the United States. The state has been a leader in international exchange," he says.

The Soviet visits to America stem from the intergovernmental cultural affairs agreement between the U.S. and Soviet Union, signed in 1985 at the Geneva Summit between Soviet leader Mikhail Gorbachev and President Reagan. The interest in education in America is part of the glasnost policy of openness and cooperation.

"What's important in this exchange," says O'Connor, "is that we're talking about undergraduate students. These are 18-, 19- and 20-year-old kids. They're not technocrats. They're not senior scholars. They're not physicists and chemists."

O'Connor points out that there have been opportunities for "senior scholars" dating back to the 1950s. He also notes that, over the past two years, some private colleges, primarily in New England, have had individual agreements that allowed Soviet students to study at their colleges. But these are the first Soviet undergraduates to study at an American public university. (ACTR has been sending American students to Soviet institutions since 1974.) Davidson says Soviet officials have admitted they kept students home to avoid "contamination

by foreign ideology," but now realize the need for knowledge and stimulation from the outside.

O'Connor and Follon share similar views about the value of these visits. "I don't want to put this in political terms," says O'Connor, "but it's essential that if there is to be better relations between the two countries, individual citizens must understand each other better." Follon, who participated in the Iowa Sister State visit to Stavropol (in the Soviet Union) in 1988 says, "The more I am involved in our Sister State program, the more it becomes increasingly clear to me that the people-to-people concept is our best opportunity for peacekeeping." Olga Zebrova, the students group leader and head of the English department in the Elementary Education College at the Institute, concurs. "People are people everywhere," she says. "Interpersonal relations are important for establishing an understanding between people."

The students share that sentiment. Tatiana Beliaeva and Nadia Novikova both emphasize the need to improve mutual understanding "for peace and freedom between our people."

"I want to learn much about another country," Novikova says. "It is interesting to look for friends all over the world. My roommate is from Indonesia and I had never seen people from Indonesia before. When I first came I was maybe afraid because I didn't know what to expect." But, after rooming together for a semester, Novikova has invited her Indonesian friend to Leningrad to visit.





*Clockwise beginning upper left-hand side are Soviet students Nadia Novikova, Elena Perepelitsina, Tanya Kustova, Olga Molchanova, Tatiana Beliaeva, Tatiana Kalinina and Anna Prudovskaia.*

Is it possible to achieve any real understanding in four months? O'Connor thinks so. "A semester is not a long time, but it's an appropriate amount of time for Soviet and American students to get a better understanding of the cultures." He describes his feelings about the Soviet Union when he explains what he hopes will occur.

"When I visit the Soviet Union I don't regard it as a 'foreign' country. Given the number of trips I've made, while it's not exactly home, it's similar. Furthermore, when I think about it [the Soviet Union], I think about individual people. I think about friends and colleagues. I'm certain that after their experience here, Soviet students will have that same attitude toward UNI and Iowa or the United States."

The Soviet students are receiving a well-rounded view of college life in America, at least as it's conducted on the University of Northern Iowa campus. They are enrolled in a full course load, they live in residence halls, and they have opportunities to become more knowledgeable about American family life through the University's host family program.

While the Soviet visitors are among the top students from the Institute, there have been differences in their academic life here. Olga Zebrova says that it has been difficult for them to adjust because the methodology is quite different. "Here students are required to study two or three books [for each course] and write more

examinations. Students are expected to study things in a more detailed way. And our students are not used to essay exams." Oral examinations are standard for students at the Institute.

Neither Tatiana nor Nadia would say which system of education they preferred. "There are advantages and disadvantages to both systems." The only difficulty the students admitted to was a problem with English. "When I arrived I couldn't understand anything because the speed [of conversation] is very, very fast and there is a lot of slang. Now I feel I understand many different things," says Tatiana.

Are Soviet students more prepared for college than their American counterparts? "That's a very large subject and the systems are quite different," says Olga. She frames her answer by using an example from her own experience. "I'm auditing an undergraduate class in human communication. It's a very interesting class and I think most kids are juniors. They are very developed intellectually and they're very outspoken and uninhibited."

One aspect of college life that Nadia and Tatiana find particularly appealing is living in University residence halls; the Soviet students live in Bartlett Hall but, when in Leningrad, they live at home. "At home in the evening if you're alone and you begin to call everyone and [often] they are busy. Here you can knock on the next door and you find a

person who will talk to you and you'll have fun," Nadia says.

Tatiana appreciates another aspect of this experience. "I like residence hall life and the international family. [See story on page 12.] Now I understand what international friendship means."

Are these experiences changing their views of American students? "Well, in a way," Nadia says. "Both Americans and Soviets have stereotypes about everyone and these stereotypes have been destroyed. I expected Americans to be more different from Soviets, but it's not so."

Both students appreciate the University's host family program. "International students are very lonely here," explains Tatiana. "My host family is very good to me and I'm happy here. Iowans are friendly and very interested in us."

That interest naturally extends to curiosity about life in the Soviet Union. What do UNI students ask about? "Every kind of question. They ask about food, about college and studying, how we spend our free time, what our life is like," says Nadia. "I was surprised that there are very few questions about politics, very few. Mostly your students are interested in us as people."

O'Connor says that interest beyond the University has been extensive. "They've made a lot of public presentations, done radio and television interviews, and now that people know they dance and sing folk songs, they get even more requests.

"They've been very good diplomats, but it would be nice if they could have some time while they're here to function as normal students." **T**

— Susan M. Chilcott

*\*Tim O'Connor was also responsible for the ACTR placement of students at James Madison University, a public university in Harrisburg, Virginia, and at Grinnell College, a private college in Grinnell, Iowa.*



# The insulating factor

*International sensitivity is no longer a choice for Americans*

*In Japan, the world's most efficient and productive country, it took an American five weeks to accomplish what he normally accomplishes in two.*

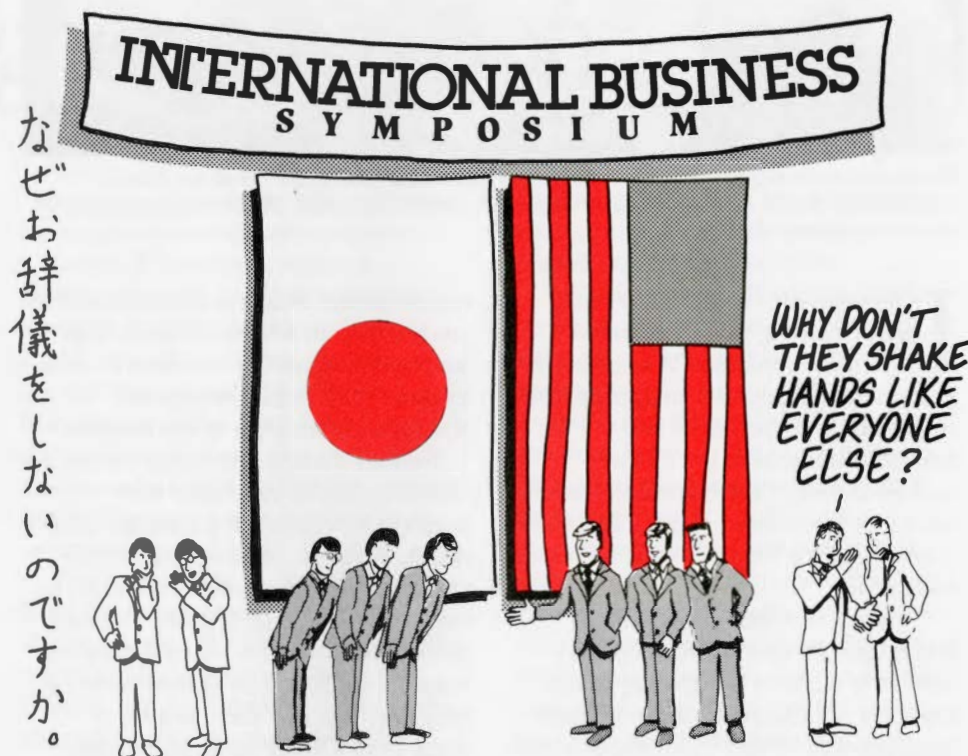
Kevin Saville, a 1987 Northern Iowa graduate recently in Japan on business, says that the reason his work took so long is no reflection on Japan's efficiency. It took five weeks to do two weeks of work because of the obstacles Japanese and Americans face when communicating.

As our world's cultures become ever-more dependent and influenced by each other, these cultural obstacles are becoming increasingly common. International aptitude, Saville is discovering, is vital to our economic stability. And, clearly, with issues such as nuclear weaponry, AIDS and the Greenhouse Effect of worldwide concern, international awareness also is imperative for our safety and security.

However, Anthropology Professor Tom Hill — along with a host of business executives, environmentalists, social health specialists, communicators, and others — is concerned that Americans just aren't keeping up. Our ability to relate to culturally and racially diverse groups is questionable at best.

Hill says Americans typically avoid differences — specifically the differences between people from cultures other than our own.

"Failure to learn about other cultures wastes resources," Hill says, indicating that such was the case with a government program administered in Indonesia to control population growth. A public awareness campaign, directed toward Indonesian women,



\*"Why don't they bow?"

was implemented to encourage them to use birth control. Those directing the campaign targeted the wrong audience.

In Indonesia, husbands and grandparents make those decisions. The program failed.

Likewise, America's governmental resources are wasted when programs for the abused, the homeless, the alcoholic aren't developed with an understanding of the cultural backgrounds of those affected.

**I**n everyday business dealings, learning about other cultures renders other financial advantages. To make a living in our increasingly service-oriented culture, we must know the cultural standards and values of those people we aim to serve. Only then can we sell our services.

In addition, to do business

internationally and in some geographic regions of the U.S., business people who speak no foreign languages must rely on other people knowing English. "If you're negotiating deals, you cannot judge the quality of a verbal interaction if you don't know the language. Instead, you have to rely on other people's translations and understanding of English. That may not be smart," Hill warns.

Saville and his colleagues at Honeywell, Inc. had to rely on an interpreter to communicate with the Japanese. Americans have a different culture and a different thought process, Saville says, explaining that he and his colleagues asked questions most Americans consider very direct, like "Who has responsibility for this?" and the Japanese could not answer.

The Japanese, instead, spent time researching and trying to understand



what the Americans were asking, Saville explains. "Then, two or three hours later they *might* come back with an answer. We never knew if what they were telling us was right, because we never really knew if they fully understood the question," Saville says.

Americans are frighteningly backward in terms of foreign language education, as Jim Becker, associate professor of teaching and chairman of the foreign language department at Price Laboratory School, proves by pointing to a study that indicates that nine out of 10 Americans cannot speak, read or effectively understand any language but English. While many countries require their citizens take seven to nine years of foreign language study, Becker says that few — if any — such requirements exist in the United States.

Although Hill believes many of our language deficiencies are the result of ethnocentrism, he acknowledges that America lags behind other countries in international education partly for geographical and historical reasons. "In Europe, if you travel several hundred miles, you are into a different language family. In a sense, it's forced upon you." Although that's not the case in America, Hill quickly adds that doesn't get us off the hook.

"When opportunities are available to learn about another culture, Americans often back away," he says. "Instead, we force our values on others. We've always been ethnocentric. It goes back to the Colonial period and the old frontier mentality. Our ancestors thought they needed to tame the wilderness," Hill explains. "But it *wasn't* wilderness. Native Americans were already living here." Instead of learning about the Native Americans — their languages and cultures, we chose to conquer them, take over their land.

In addition to the opportunities to learn Native American languages, Hill points out that Americans have had influences from Spanish- and French-speaking cultures in Mexico and Canada . . . many occasions to learn about other cultures and learn other languages.

Hill explains that this failure to learn about other cultures is in part because of an ethnocentric view fostered in the

1800s, thanks to evolutionists who viewed all cultures developing along one evolutionary line from savagery to barbarism to civilization. "We were always on the top representing civilization. That made it easy to rationalize what we'd done to 'tame the wilderness.' Of course it's self-serving and false, as we're beginning to see," he says.

Anthropologist and Scientist Edward Hall, whose book, *The Silent Language*, has influenced Hill, explains how Americans convey the impression that foreigners are underdeveloped Americans . . . that our way is more advanced. He gives the example of the common American view of time. He points out that, in the U.S., if someone is a half-hour late to an appointment, it's viewed as a lack of regard. In some societies, such as the Sioux Indians', it doesn't matter. In their vocabulary, no word exists for late or waiting or time.

Although many vocabulary and grammatical differences exist among languages, Hill emphasizes that no language is underdeveloped or inferior.

Effect, nuclear weaponry and AIDS force us to recognize that we — humans — are a single species and our allegiance to that species must take precedence over parochial nationalism."

In other words, nationalism is a prejudice we can no longer afford.

**B**ecause the call for understanding other cultures is imperative, institutions of higher education are beginning to place greater emphasis on diversity among students and faculty. (See article, page 12.) Institutions also are expanding their general education programs to include course work that addresses various cultural backgrounds. Hill warns, however, that "one course in Chinese History, or one foreign language course, does not provide adequate awareness."

He says that the University of Northern Iowa, for example, now requires students take courses in non-western cultures and the social sciences. And, to graduate from UNI, students must have studied another

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### ***The Greenhouse Effect, nuclear weaponry and AIDS force us to recognize that we — humans — are a single species and our allegiance to that species must take precedence over parochial nationalism.***

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For example, although the English language currently contains many more words than languages of societies that only have a few hundred individuals in their speech community, the differences are superficial.

All languages can generate an almost indefinite number of messages on any subject. When the need arises, terms dealing with new areas can be developed for any language.

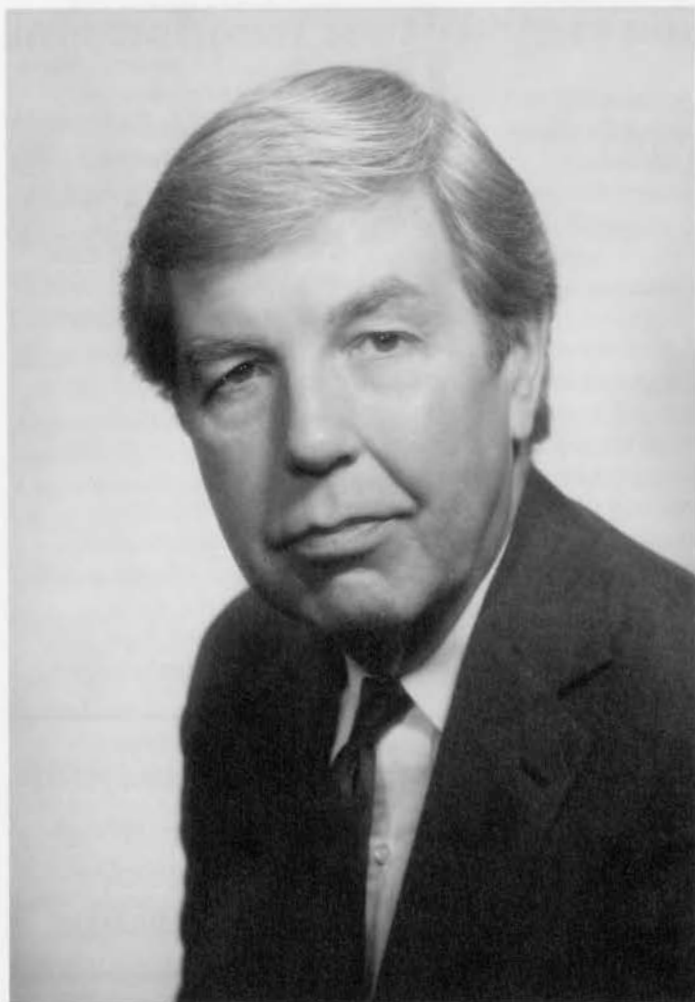
Linguistic differences are an example of the barriers we face when confronted with diversity. But these differences can no longer bar us from learning about other cultures. In addition to the personal, financial and business benefits, Hill indicates that, ultimately, we *have* to learn about other cultures. "The Greenhouse

language. The combination of courses, along with the fact that they are requirements to graduate, makes it more difficult for students to ignore differences. Instead, students graduate with a broader focus, he says.

This, Hill and his colleagues believe, gives students an intellectual awareness of other cultures that they can continue to develop throughout their lives. This sensitivity, as we can see, is vital to resolving business, environmental, defense and health-related issues. **T**

*By Susan Salterberg; illustration by Paul Marlow, BFA '88, assistant art director at CMF&Z in Cedar Rapids. Japanese translation by Wallace K. Sergeant Jr., assistant professor in the Department of Modern Languages, and Shinobu Watanabe, '92, a psychology major.*





# Gordon Cawelti

**Y**ou can measure how people do the big things by how they do the little things.

That's in part why Gordon Cawelti's staff has developed an intense respect for him. Cawelti (B.A. '51) is the executive director of the Association for Supervision and Curriculum Development (ASCD), the largest professional leadership association in education. "He has enormous responsibilities and a tremendous schedule," says Lois Smith, who works with Cawelti at ASCD. "But he still cares about the small things" — like helping new employees find housing, or giving staff members time off to donate blood.

Cawelti has always had enormous responsibilities and a tremendous schedule, at least compared to many his age. At only 25 years old, he was promoted to principal at the Lytton, Iowa, High School, likely making him one of the nation's youngest principals. At the same time, he taught and coached at the school.

After his work there, Cawelti was head of the North Central Accrediting Association in Chicago, where he helped initiate the school evaluation program still employed by all member schools. He was a consultant to the Department of Defense Dependent Schools in Europe and the Far East during this time as well.

Seven years later, Cawelti moved to Tulsa, and served four years as the superintendent of a school system of 80,000 students. As superintendent, he directed a desegregation process that eliminated racially identifiable schools and he started a voluntary integration program which contributed to Tulsa's selection as an All-American city.

Since Cawelti joined the Association for Supervision and Curriculum Development in 1973, its membership has mushroomed from 10,000 to over 120,000. These members — teachers, principals and administrators whose primary interests are in curriculum, instruction and supervision — are striving for quality in education for all students.

This is how Cawelti influences the big things. His leadership at ASCD is not only providing guidance for his staff of more than 100, but, most importantly, his leadership serves as an encouragement for all teachers, principals and other administrators.

Cawelti's staff shakes the status quo. They write and talk of teaching about religion in the schools. They promote developing morality in students. They even urge school administrators to plan for the future as successful businesses do.



The Alexandria, Virginia-based professional development organization recommends that religion be handled like any other topic when it comes up in courses. This gives students a more complete education, they believe. ASCD staff members studying the effect of teaching about religion, however, are aware of the complications of such teaching. They know it means teachers must develop a sensitivity to various religions so their views won't bias students. They know that a change involves much commitment and work on the part of educators.

Other issues ASCD addresses, such as moral education, are just as sensitive. ASCD advocates putting moral education in the life of the school so that students value it, and take it seriously. According to a report from the ASCD Panel on Moral Education, "Morality means to be able to judge what is right but also to care deeply about doing it — and to possess the will, competence and habits needed to translate moral judgment and feeling into effective moral action."

They suggest that the morally mature person respects human dignity, cares about the welfare of others, integrates individual interests and social responsibilities, demonstrates integrity, reflects on moral choices, and seeks peaceful resolution of conflict. These characteristics are what they encourage members of the ASCD to give to their students.

Shaking the status quo? A little. Pushing for progressive change?

Cawelti's at it again when it comes to the future of education. He wants to see administrators and teachers develop strategic plans in the educational system. In an article published this spring in the *High School Instructor*, Cawelti outlines some of the ways schools must help mold the paths their schools will take. "... appoint leaders who will design the kind of future (or school) that is desired. A better school is unlikely to just evolve. It happens when teachers, the principal, the school board and parents decide to create a better high school."

Cawelti, who employees say is low-key and "doesn't have a lot of ego needs," *does* make a stand on the issues he believes in. In addition to the work he and his staff are doing through the Association for Supervision and Curriculum Development (nationally *and* internationally), he can rattle off a number of things in society that he sees as potentially dangerous. Standardized testing, the confirmation of William Bennett as director of the office of national drug control policy, the political election process. . .

"Our country is obsessed with standardized testing," he says. "The idea of success [in the teaching of our youth] is percentage point increases on tests." Cawelti believes there are better indicators of quality in education. He says, for instance, that it's far more important for youngsters to be able to write good, coherent, correct 300-word themes than to do well on standardized tests on grammar. "We do the latter because it's easier," he states.

"It's more important," Cawelti continues, "how youngsters approach a problem in science — hypothesizing about it, gathering information, and reliably deciding something, rather than getting high scores on tests which only quiz about facts. They must know the facts of chemistry in order to do a satisfactory experiment," Cawelti contends. And, to write a good composition, they have to know grammar.

As for Bennett's confirmation? Well, Cawelti fought against it, letting his thoughts be known in front of the Senate Judiciary Committee that confirmed the former Secretary of Education. Cawelti found Bennett's managerial style as Secretary of Education so combative that he questioned his capabilities in a position that he says requires "collaborative managerial skills," since the drug czar must bring together such diverse groups as those in education, law enforcement, medical research, and the courts.

And, as for our political election process, Cawelti thinks elected officials spend too much time preparing for re-election, and compromising their sense of right to help them keep their offices. "A president should have one term and then get out, rather than worrying about getting re-elected," he says.

This Iowa State Teacher's College graduate works hard, but his staff, on the side, explain that "Dr. C" doesn't lose his sense of humor. "On Halloween, the entire staff dresses up in costumes, from stock-boy to executive editor, and at lunchtime we have a gigantic pot-luck and prizes for most interesting costumes. Last October 31," says Paula Delo, manager of public information at ASCD, "I went to a launch meeting for a new brochure with the senior editor. She spoke to me about the project through her red-haired, white face clown outfit," Delo recalls with a smile.

The little things, and the big things. Cawelti seems able to do them all. **T**



# University endorses Proposal 42 despite coaches' opposition

Between violations of NCAA rules, illegal drug use and the perceived trend away from academics, intercollegiate athletics has seen an increasing amount of controversy in recent years. Now, another controversy has developed over further attempts to more closely tie academics and athletics. The conflict? Modification of Proposition 48.

When Proposition 48 went into effect three years ago, it established minimum academic standards that graduating high school students must meet to compete in athletics as freshmen. These standards include a minimum 2.0 grade point average in a chosen core curriculum and a minimum standard test score (15 on the American College Test or 700 on the Scholastic Aptitude Test). A clause in the current ruling allows these students to receive athletic scholarships as long as they meet only part of the guidelines, although they can not compete.

Proposal 42 would remove this "partial qualifier" clause in 1990.

Prop 42 was passed at the National Collegiate Athletic Association's 83rd convention, held in January. Although the ruling was initially voted down, the issue was reintroduced and subsequently passed by the narrow margin of 163-154.

The University of Northern Iowa voted in favor of the proposal on both occasions. (Iowa State University also voted in favor while the University of Iowa voted against Prop 42.)

Some opponents to Prop 42 argue that the national standardized tests are culturally biased against black inner-city students, effectively removing their chances for a college education or for intercollegiate athletic competition. Some argue that the NCAA has no right to dictate who is eligible to receive a scholarship at individual institutions; that the institution should be allowed to award a scholarship at its own discretion.

Does the NCAA have that right? Are the national tests biased?

Few will argue that national tests are not in some way biased. Indeed, an

NCAA survey taken this spring found that 91 percent of the ineligible men's basketball players at the 293 Division I institutions this year were black. This problem may stem from national testing.

"Some who don't score high [on the tests] may have a problem with the language used on the tests," says University of Northern Iowa men's basketball coach Eldon Miller. This problem stems from the ambiguity of language used across the country which the national tests may ignore.

"We had an All-American who wouldn't have passed 48," Terry Allen, head football coach, contends. "Now, he is in law school at Drake. I can't help but believe that our national tests are discriminatory."

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**It's tougher to get into Northern Iowa than a lot of other schools. Those inconsistencies require us to develop a standard appraisal to determine who can participate.**

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Robert Bowlsby, Northern Iowa athletic director, addresses the issue from a different standpoint. "The national tests happen to be the best vehicle we've got for nationwide consistency. We all aspire to a level playing field which allows for free and equitable competition. Otherwise, there will always be schools that are willing to take someone with a three on the ACT."

Bowlsby continues, "It's tougher to get into Harvard than to get into Northern Iowa and it's tougher to get into Northern Iowa than a lot of other schools. As long as there are those inconsistencies, there has to be a standard appraisal of who can and cannot participate."

"It was not UNI's intent to cast a vote for anything that would unduly restrict any particular group of people," Bowlsby adds. The vote was "a closing of a loophole" left by Prop 48 which critics contend allows coaches to recruit academically unprepared students.

One of the other contentions against Prop 42 questions whether the NCAA has the authority to take away scholarships.

"I think [awarding scholarships] is the school's prerogative on an individual basis," Chris Bucknam, men's track coach, says.

Allen follows a similar argument. "Prop 42 speaks to the financial issue and I don't see where the NCAA should get involved in that."

"I don't think [42] says anything positive," Miller proclaims. "It only opens the gates for cheating. If we really want athletes badly enough, we can help them find summer jobs. If they really need aid, they'll get the Pell Grant. Prop 42 doesn't say anything."

While financial aid guidelines do not allow student-athletes to receive aid from boosters or from other private or government sources, student-athletes can apply for other financial aid or loans.

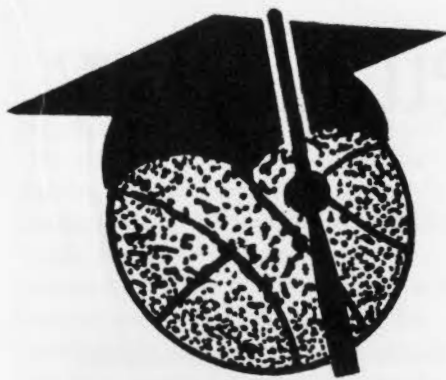
Most parties agree that the intentions behind the ruling were positive. But a third argument against the issue contends that many of the institutions did not wholly understand the issue when voting. While Bowlsby agrees that may be so, he rejects the notion that Northern Iowa was one of those institutions. "Northern Iowa has consistently favored virtually all proposals that have tightened academic standards and our vote was consistent with that. We weighed the issue very heavily."

While few coaches at Northern Iowa are in favor of Prop 42, they do support Prop 48. Many believe the rule forces high schools and students to take responsibility for a "proper education" for athletes.

"I was recruiting players at Ohio State who had no college preparatory courses," Miller says. "People know in junior high that they will need chemistry, biology and three years of math."

Lea Ann Shaddox, women's track coach, disagrees that the students know the guidelines. "Many students have never heard of the ruling. Their guidance counselors are not advising





these students [of Prop 48 guidelines]."

A point Bowlsby makes is that if high school athletes need a better jump shot to play college ball, those students will practice the jump shot. "If they need to work on their skills in mathematics, chances are pretty good they'll work on their mathematics skills," Bowlsby says. "It's sending us better qualified student athletes."

However, even Prop 48 could be improved, according to Miller. "Students should be allowed to practice with the team and get the discipline," Miller says. "They should also be permitted to play four years after the first year of ineligibility, provided they meet certain academic standards. Essentially, to get the fifth year, student-athletes would likely graduate." This could stop athletes from dropping out after their eligibility is gone.

Whether or not these rulings will result in a "level playing field" is hard to say. Shaddox notes that lower division schools seem to be getting stronger. "Junior college and Division III schools are running with the Division I and II schools and that's because they're getting the non-qualifiers."

Although University of Northern Iowa administration and coaches harbor strong opinions about Proposal 42, they maintain that it will have little influence on athletics at Northern Iowa. "We haven't had much in the way of partial- or non-qualifiers on our campus," Bowlsby says.

"We work hard to recruit players who are bona fide college students," Miller says.

Allen continues, "It doesn't come into play for us because of our academic standards. If a student doesn't pass [Prop] 48 criteria, he doesn't get accepted into UNI." Even if Northern Iowa did accept Prop 48 partial-qualifiers, Allen says his program couldn't afford to have the scholarships tied up. While Northern Iowa's Division I-AA football program works with 70 scholarships, Division I schools receive 95.

"We just don't have the full complement of aid available," Bucknam adds. "My program can't afford the luxury of having someone on aid who's ineligible." While Proposition 48 allows these scholarships to be awarded, if Prop 42 goes into effect as scheduled in August of 1990, they will not be allowed.

Many people do not believe the rule will ever go into effect. The closeness of the original vote and the controversy that ensued will likely result in a negative vote at next year's NCAA convention, these people say.

"I believe [Prop 42] will be a dinosaur long before it goes into effect," Miller says.

— Kerry Peterson, '89

## Miller signs new contract; Lasswell moves to UNI

Eldon Miller, head men's basketball coach, has signed a five-year contract after the Panthers posted their best record ever in NCAA Division I, consistently drawing crowds between 4,000 and 6,500.

In three years at UNI, Miller has a 42-42 record, including last season's 19-9 finish which earned the team a second-place standing in the AMCU-8. In 27 years of coaching, he has achieved a 446-224 mark.

Terri Anne Lasswell is the new women's coach, replacing Kim Mayden, who resigned after five years. Lasswell has signed a four-year contract.

Lasswell had been an assistant women's basketball coach at Kansas State University since 1985, which included responsibilities for nationwide recruiting, daily practice sessions, scheduling, travel arrangements and academic counseling. She also has experience with volleyball and softball.

## Miller, McDermott, Gamble, Lorenzen — It's basketball camp time — learn from the pros

For six weeks during June and July, seven- to 18-year-olds can sharpen their shooting skills, learn the fundamentals of post play and point guard play, and develop individual and team play skills — all with the help of nationally and internationally recognized coaches and players.

Topping the list of camp coaches are Eldon Miller, UNI head basketball coach; Lou Hensen, Illinois head coach; Doug Collins, Chicago Bulls head coach; Kevin Gamble, Boston Celtics forward; Al Lorenzen, a former Iowa Hawkeye now playing professionally in France; and Greg McDermott, a former Panther now playing professionally in Switzerland.

For more information about Northern Iowa Converse Basketball Camps, please write: *UNI Basketball Camps, Upper NE UNI-Dome, University of Northern Iowa, Cedar Falls, Iowa 50614* or call 319-273-6175.

Registration deadline is June 1, 1989. Camp Coordinator and Assistant Basketball Coach Kevin Lehman encourages interested players to register now to guarantee a spot, because last year's camps were sold out.



# Freedom in Montesquieu, Dewey and Friedman

*Junior Tracy Lesan, a Presidential Scholar from Kellerton, Iowa, is majoring in Philosophy and Religion at the University of Northern Iowa. After graduation, Lesan plans to attend seminary and eventually work overseas as a Christian missionary. This is an edited version of a paper he wrote last semester for a philosophy class.*

**T**he common denominator linking all human beings together — all people past, present, and yet to come — is the need for unconditional love and acceptance. We crave this more than anything else. After love, however, I cannot think of anything more universally desirable or more universally needed than freedom. Freedom to be who we really are, freedom to be all that we were created to be, is one of the highest goals we have in life.

In this paper I will discuss three categories of freedom — freedom in business, freedom in politics, and freedom of the individual — and three viewpoints of the meaning and value of human freedom corresponding with each of the categories.

In the article "The Future of Capitalism," economist Milton Friedman discusses freedom in business. Friedman makes his viewpoint clear at the outset that, to have a politically free society, the economy must run according to the capitalistic principle of free enterprise.

Friedman begins by defining free enterprise as "the freedom of individuals to set up enterprises." This is a fundamental aspect of capitalism that he feels we have been moving away from for many years in the U.S.

With the government (local, state and federal) requiring so many different certificates, licenses, and permits, he says entrepreneurs do not have the basic freedom to set up enterprises. He believes that rising taxation and restrictive laws such as mandatory motorcycle helmets are other areas in which the government robs people of freedom. Due to government's dominant position in society in areas such as these, we as citizens are becoming merely

"Property of the U.S. Government."

Friedman's main point is that there cannot be freedom in society without the freedom of entrepreneurs to set up and run a business or enterprise apart from excess governmental control. The capitalistic system of private enterprise is the foundation of American society, and the freedom of the entrepreneur, in Friedman's opinion, would no doubt be the highest expression of personal freedom.

In the article "A Defense of Democracy," John Dewey discusses the importance of freedom in a democratic system. He says that only in a democracy are we as people truly free to reach our "full development" as individuals; the specific freedom of every individual to take part in the governing of the land is the backbone of democracy. The two, democracy and freedom, thus work hand-in-hand; there cannot be one without the other.

Though democracy is most commonly associated with freedom of action, Dewey points out that freed intelligence or freedom of the mind is the most basic and necessary freedom of democracy. The freedoms allowed by the Bill of Rights are, in fact, expressions of a freed intelligence.

For Dewey, the highest expression of personal freedom is found within the political structure of democracy, where we each have equal opportunity to contribute to society whatever our abilities allow us.

The philosopher Montesquieu, in his *Spirit of the Laws*, looks at freedom more from the viewpoint of the individual. Montesquieu gives three definitions of liberty or freedom, the three being philosophic liberty, political liberty, and liberty in governments.

By philosophic liberty, Montesquieu



means the freedom to exercise one's own will. He believes it is important that we have the capacity and/or opportunity to do what we want to do. While this does not give all of us license to actually do whatever we want without restriction, which would be ludicrous, it is the essential building block upon which further expressions of freedom are based.

Political liberty expresses the importance of security for freedom of action. If we feel secure, we will not feel restricted from doing what we want to do, and will act accordingly. If we do not feel secure, however, we will surely be too afraid to exercise our will. Liberty and the feeling of security are in essence, then, one and the same.

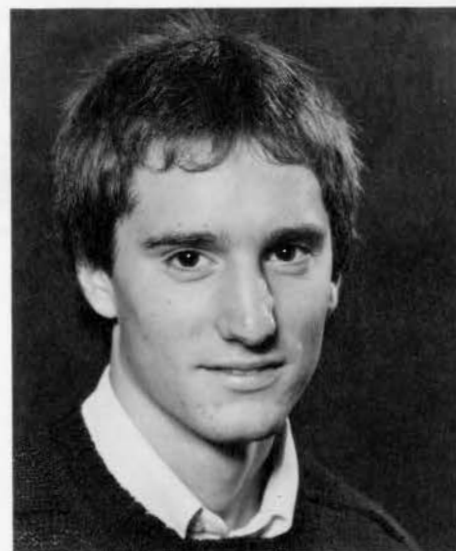
These first two liberties set the stage for what appears to be Montesquieu's description of the highest expression of freedom, that of governments. In this third definition, liberty is defined as the power of "doing what we ought to will, and . . . not being constrained to do what we ought not to will." The power of liberty is found in political action, in which we have the freedom to come together and decide what we "ought to will."

Though we normally associate laws with restrictions on freedom, Montesquieu disagrees. The freedom to do what we ought to do — *that*

*"ought" being based on common deliberation among people resulting in laws* — is actually a greater expression of freedom than to do merely what we want to do. In doing what we ought, we have the freedom to live up to our promise of upholding the law, and we are no longer bound to simply follow our passions. For Montesquieu, doing what we ought is the greatest expression of our individual freedom.

In analyzing these three viewpoints of human freedom, it seems that Montesquieu's ideas give the best definition or description of freedom. Friedman's concept of freedom in the first article is a very limited one, for freedom must be more than freedom of entrepreneurs in the business world. Dewey's article is a fine explanation of the close inter-relationship of democracy and freedom, but freedom is also more than a particular political philosophy.

Montesquieu's definition of freedom is more universal. It is based on our being free to overcome "prejudice" and thereby realize our own ability to think. According to Montesquieu, we are truly free when we can do as we ought, as entrepreneurs, American citizens, or as people living in countries that are neither capitalistic nor democratic.



**PRESIDENTIAL  
SCHOLAR**

## Northern Iowa names Presidential Scholars for 1989-90

This fall, 15 incoming freshmen will receive four-year, full-ride scholarships to Northern Iowa including free tuition, room and board, provided they maintain the excellent standards for which they received the awards. These students represent the fourth class of high school seniors to receive the prestigious Presidential Scholar awards.

"We seek the best of the best from among hundreds of outstanding students in terms of academic quality, leadership, involvement, and service," Robert Talbott, past director of the

Presidential Scholars board, says.

In addition to the financial benefits of the award, the students attend scholars-only seminars, are eligible for special travel/study opportunities and receive extensive individual advising. All must complete a senior thesis or project.

For the fall of 1989, Northern Iowa has named the following Presidential Scholars; Darin K. Ames, Waterloo; Rachelle M. Bierl, Ankeny; Clinton R. Boddicker, Alburnett; Tanya S. Chapman, Rock Island, Illinois; Patrick

M. Cook, Waterloo; Daniel J. Dickman, Decorah; Dean C. Eyler, Cedar Falls; Holly R. Mahan, Dubuque; Darcie J. Novotny, Marion; Mark J. Perkins, Columbus Junction; Melissa A. Pieper, Urbandale; Jennifer Rupp, Cherokee; Sarah J. Stumme, Postville; Amy Sundermeyer, Center Point; and Annette C. Worm, Dubuque.

"We believe these young people will benefit from our special program of rigorous academic coursework and become leaders on our campus," Talbott says.

## The Closing of the American Mind

By Allan Bloom

Few books on academic subjects have raised as much popular interest in our country as has Allan Bloom's *The Closing of the American Mind* (Simon & Schuster, 1987). Perhaps it confirms the saying that more powerful than marching armies is an idea whose time has come.

In his book, Professor Bloom argues that a culture is held together by shared values, a common set of reference points that structure our life in society.

In our own culture, we traditionally esteem the liberty to be ourselves, hail the equality that our common human nature by right confers upon us, and treasure the opportunity to develop our talents and secure the good life. These values give Americans a unified vision of the good and a common purpose which transcends race and ethnic background and meld us together as a nation. Moreover, we are or used to be confident that these values are superior to other systems of thought.

At one time, this shared set of values is propagated by the educational system. In higher education, our cultural values were expanded and made more firm by studying the humanities, especially the great books at the foundation of Western civilization from which liberty, equality and the quest for the good life emerge. But at present, we are losing that common vision and purpose. The lower schools are at best uncertain about values while the universities seem to have abandoned their mission to broaden and deepen our roots, so as to make us better people and better citizens.

Instead of our traditional values, American students cling tenaciously to a different outlook that their university education reinforces. That outlook entails a belief that all truth is relative;

everything depends upon your point of view. As with truth, so with cultures; one system is as good as another. Our students extol the virtue of openness and tolerance, but not in the highest sense where we can deepen our vision of humanity from its diversity. Rather they have the openness of indifference, the tolerance arising from bewilderment. In the face of competing values, they shrug and reply "Who knows?" or "Who's to say?"

Finally, students are fiercely equalitarian, not so much appreciating each person's dignity or each culture's uniqueness but seeing a sameness which cancels out uniqueness. Distinctions among persons are to be abolished, and if not abolished, ignored. The differences between male and female are irrelevant and to think twice about them is "sexism." The quest for the good life is "elitism," another sin to be avoided at all costs.

But, Bloom argues, such openness is a value negating all values because it denies meaningful choice — there is no better and worse, only different. Such unthinking relativism undercuts education for the good life because students think that no such thing as the good life exists, only a plurality of opinions about the good life among which choice is impossible.

Bloom's book then examines the complex process by which this state of mind came about, primarily through certain European philosophies, and its result, what he calls "Nihilism — American style" which is on the ascendant.

As a cultural conservative, Bloom suggests returning to tradition, particularly by studying great texts that have been tested over time. And with this must come renewed confidence in our cultural norms by our universities to then be transmitted to our students.

As a teacher in humanities, I find myself sympathetic with Bloom's point of view, though being familiar with Asian thought, I might want to broaden his canon with classics of other great

civilizations. But students will not derive much value from studying other cultures if they have no roots in their own.

However Allan Bloom has many critics. Some argue that he views American culture too narrowly. What he sees as a culture degenerating may be seen more affirmatively as significant social growth.

In the last few decades, there has been a sea-change in American culture, a deep underlying shift in our cultural outlook. Feminism, the struggle of minorities for a greater role in American life, and the crisis of conscience that lingers still from our Vietnam experience have radically altered American culture in both obvious and subtle ways.

The implications of this shift are still being worked out and its ultimate success is still being assessed. The older image of America — popularly, perhaps simplistically, called "the melting pot" — reflected that we aspired to a common set of values that transcends our differences. Now the catchword is "pluralism" where many different cultural styles and norms are equally legitimate. The student outlook of relativism, equalitarianism, and indifferent tolerance may be precisely the values such a cultural shift requires.

But the jury is still out whether a society built on radical pluralism can be viable for long. Professor Bloom suggests that such a culture is built on sand. Its outlook gives no common reference points but legitimates their dissolution. It serves not to unify us as a society but to divide us. And as both Jesus and Abraham Lincoln observed, a house divided against itself cannot long endure.

— James B. Robinson

*James B. Robinson is an associate professor in the Department of Philosophy & Religion. He organized a panel discussion of Allan Bloom's book for the College of Humanities and Fine Arts Forum which was held in February 1989.*



# Preview

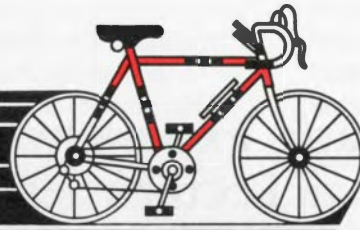
## June 23-25

A slice of summer's what you'll get when you come to Cedar Falls' Annual Sturgis Falls Celebration, held June 23-25. It's a time for friends to gather for good rhythm and blues and rockin' till your socks drop. In addition to tuning into the blues, dixieland and rock music, you can run in the Sturgis Falls' half-marathon or 5K fun run; collect original arts, crafts and antiques at the annual Sunday Street Fair; and tour Cedar Falls' historical museums.



## July 27

About 20,000 legs will be aching for the comforts of Cedar Falls come July 27 when the RAGBRAI XVII bikers camp overnight beside the UNI-Dome. The *Des Moines Register's* Annual Great Bike Ride Across Iowa starts in Glenwood and, 339 miles and five days later, arrives in Cedar Falls. From Cedar Falls, the bikers will spend two more days on the road, ending the ride in Bellevue.



## August 14-18 September 18-22

Lakes and forests; black bears and bald eagles . . . it's all part of the Boundary Waters Canoe Area in northeastern

Minnesota. Alumnus and Wilderness Author Robert Beymer (BA '72) knows the country well, and alumni from the classes of '70-'85 can join him to learn the fundamentals of wilderness camping and canoeing.

The trips, offered both August 14-18 and September 18-22, will cost \$395 per person. There's a limit of 10 per outing. For more information, see the advertisement on page 32, or call the Northern Iowa Alumni Association at 319-273-2355.



## August 28

Classes start!



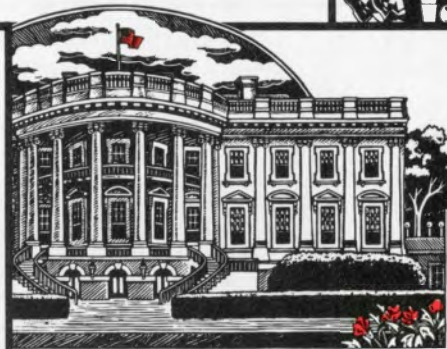
## September 22-24

Checkin' out the students' turf is all a part of Parents' Weekend. It's a great opportunity to visit campus and meet professors, attend the Parents' night football game, Northern Iowa versus Ft. Hays State, and enjoy the autumn weather in Cedar Falls. Plan now to attend.



## October 11-16

Combine the charm of Early America with an educational experience for an insider's view of our nation's capital. The trip will originate at the Waterloo airport, but alumni are welcome to join the group in D.C. Highlights include visits to historical sites



(including a White House tour), speeches by top government officials, and lodging in Alexandria, Virginia's Early American Morrison House. Cost is \$700. For more information, call the Northern Iowa Alumni Association at 319-273-2355.

## October 20

Honour and glory will go to outstanding alumni and friends of the University on October 20. At the annual Heritage Honours Banquet, alumni and friends will receive recognition for achievements and outstanding service. For more information, call 319-273-2355.



## October 19-22

Bill Halley and the Comets, The Byrds, The Shirrells and Elvis — We'll be rockin' with all the music from the '50s, '60s and '70s at this year's "Rock Around the Clock" Homecoming, October 19-22.

This is the year for you to return to campus and reunite with your classmates for your very own Big Chill. Alumni of all ages can count on a good time at the football game, tailgating parties and the parade, as well as at a major Saturday evening attraction, *The Rumbles*, one of the Midwest's hottest rock bands.

Don't wait for classmates to hear through the grapevine that it's reunion-time. Call your friends to set up your get-together.





## Time's teacher shares experiences at Eminent Alumnae Lecture Series

Andy Warhol knew it; he told us that everybody will be famous for 15 minutes during their lifetime. And Carol Bowen, a 1964 Northern Iowa graduate and a 20-year teaching veteran, had her fling with fame November 14 when she made the cover of *Time* magazine.

Bowen, selected for the cover to illustrate an article, "Who's Teaching Our Children?," recently spoke about her *Time* magazine experience at the University of Northern Iowa Eminent Alumnae Luncheon and Lecture Series.

Bowen, now a third grade teacher at

Harrison Elementary School in Cedar Rapids, recounted during her speech the tedious, taxing and sometimes comical process of working with a major media outlet.

Bowen says she was pleased with *Time's* article, as it portrayed teachers in a positive light while pointing out the difficulties inherent with the job.

The sixth annual Eminent Alumnae Luncheon and Lecture Series, sponsored by the Northern Iowa Alumni Association, was co-chaired by Kathy Braun (M.A. '67) and Cindy Giunta (B.A. '82; M.M. '88).

## Panther plates support Northern Iowa

Iowans can show Northern Iowa spirit on their vehicle bumpers thanks to a bill passed last fall by Iowa legislators. License plates, available for all three state universities in their school colors (gold background with purple, black or cardinal letters and numerals) have the initials of the university in addition to four numerals (from UNI 0001 to UNI 9999). They cost \$50 per set in addition to the regular registration fee and can be renewed annually for \$5.

The Iowa Department of Transportation and state university administrators pushed for the bill with profits to go to DOT road funds and university foundation scholarships.

## Leland L. Sage dies at age 89

Leland L. Sage, emeritus professor of history at the University of Northern Iowa, died February 16 of natural causes at his home in Iowa City.

Joining the faculty in 1932, Sage's 54 years of teaching European and Iowa history is believed to be the record for continuous service at Northern Iowa.

An acknowledged scholar on Iowa history, Sage twice received the Award of Merit from the American Association for State and Local History for books written on Iowa and its people.

Sage's book, *A History of Iowa*, published in 1974, received wide acclaim as a model of how to document state history, both in Iowa and throughout the United States.

Sage was born April 23, 1899 in Magnolia, Arkansas. He married Margaret Pearson December 30, 1929 in Bedford, Indiana.

He earned his bachelor's degree in history from Vanderbilt University in

1922 and his master's and doctorate from the University of Illinois in 1928 and 1932, respectively.

Sage was a four-year member of the Iowa State Historical Board, serving part of that time as president. He also served as president of the Cedar Falls Rotary Club.

He was preceded in death by his wife in 1986 and a daughter, Carolyn Sage Robinson, in 1988. Survivors include three grandchildren and three great-grandchildren.

In nominating Sage for an honorary "Doctor of Humane Letters" degree, which he received from Northern Iowa in 1983, Donald Whitnah, professor of history, wrote, "Sage is a prime example of the excellent teacher-scholar we aspire to emulate at the University of Northern Iowa, at which teaching and scholarship complement one another."



Roger Frederick (B.T. '73) and Cynthia Holmstrom Frederick (B.A. '88), Waterloo, display their Northern Iowa license plate.



## McElroy Trust Grant to strengthen youth leadership studies

A \$500,000 grant from the R.J. McElroy Trust will strengthen the American Humanics program at the University of Northern Iowa. American Humanics is a national, not-for-profit organization that works with universities to develop professional leaders for youth organizations and service agencies such as the Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., Big Brothers/Big Sisters, 4-H and Junior Achievement.

The grant will allocate \$100,000 a year for five years to the youth leadership studies program at Northern Iowa, to be used primarily for scholarships and hiring faculty. Scholarships will target minority students, in recognition of the fact that service agencies will have an important role in urban areas in the 1990s.

Northern Iowa is one of only 16 universities nationwide participating in American Humanics, and President Constantine Curris is a member of the

program's national board of directors. David Mable, a senior from Johnston, is one of two students on the board.

The program in youth leadership studies provides specific leadership skills training for students with solid liberal arts backgrounds. It seeks students who are "people oriented," majoring in relevant areas such as sociology, psychology, social work, health and wellness, recreation, and communication disorders. Youth leadership studies is a special emphasis that prepares students to achieve American Humanics certification. In addition to their academic studies, American Humanics students must complete at least 500 hours of volunteer or paid work in a "people-oriented" setting.

Several goals have been stated for enlarging and improving the program through the McElroy grant: enrolling at least 100 students in the program, including 15 to 20 minority students;

hiring new faculty; establishing a McElroy Professorship in youth leadership studies to attract a nationally known educator in youth leadership studies; and hosting an annual symposium in youth leadership on the Northern Iowa campus.

American Humanics graduates are highly sought by agencies throughout the nation. The American Humanics agency annually distributes a booklet to over 20,000 agency executives. The booklet includes graduates' resumes and lists their career interests.

R.J. McElroy was a pioneer broadcaster from Waterloo. The trust bearing his name was established in 1965 for the educational benefit of deserving youngsters. The American Humanics grant will be administered through the School of Health, Physical Education and Recreation, with financial administration by the University of Northern Iowa Foundation.



*Bob Dieter, member of the Northern Iowa Alumni Association board of directors and the Heritage Honours award committee, stands near a display in the Commons at UNI. The display, which showcases the 1988 Heritage Honours award recipients, provides visiting alumni an opportunity to learn about distinguished graduates and friends.*

## The Class Card

Get the prestigious Class Card. Sponsored by the Northern Iowa Alumni Association and Merchants National Bank in Cedar Rapids, the Class Card is available in Visa or MasterCard.

Take a University Class . . . Card, that is. You'll benefit and so will the Alumni Association.

Call the Office of Alumni Relations at 319-273-2355 for more information.

## Alvin W. Schindler Scholarship goes to rural Iowa leaders

Dora Hood Schindler, a 1924 graduate of the University of Northern Iowa, has presented the UNI Foundation with a monetary gift in honor of her late husband, Alvin W. Schindler, a 1927 graduate. The gift will be used to establish the Alvin Schindler Endowed Scholarship fund.

Alvin Schindler, born on a farm near Pulaski, earned his undergraduate degree in education from what was then Iowa State Teachers College.

After brief stints in the Clear Lake and Fredericksburg school districts, Schindler earned his master's and doctorate degrees at the University of Iowa. Schindler taught at Adams State College in Alamosa, Colorado, and at the University of Denver before

accepting a position as professor of elementary education at the University of Maryland in College Park, where he served for 28 years. He died in July 1987.

Dora Schindler was born and raised near Atlantic and earned a degree in public school music from Northern Iowa. She taught music at Rippey and Eldon and first grade in College Park, Maryland.

To qualify for the Alvin W. Schindler Scholarship, applicants must be from rural Iowa and have demonstrated strong leadership and academic skills while in school. Preference will be given to those students needing financial assistance to complete their study.

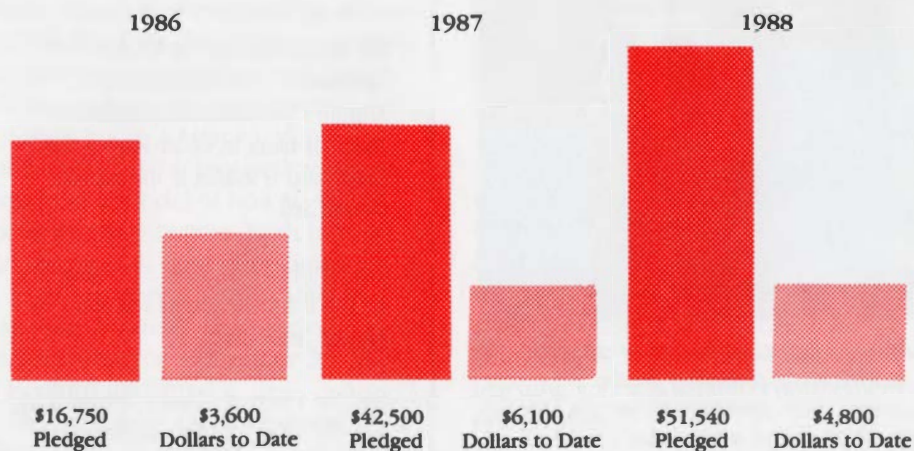
## The Senior Challenge tradition continues

In 1986, the first Senior Challenge began, and graduates from that class are now helping fund the construction of locator maps around the Northern Iowa campus.

The tradition of senior giving continues, with the Class of '89 pledging more than \$55,000 for the

reconstruction of the Campanile.

Below is an update on the progress of pledges made (completion of pledge payments is three years after graduation). Class members participating in the Challenges will be notified again in late June, by mail, of their commitment.



## Travel the wilderness of northeastern Minnesota on a Boundary Waters Canoe Trip

**August 14-18  
or  
September 18-22**



Five days and six nights in the unspoiled wilderness . . . seeing only creatures of the wild — timber wolves, black bears, Canadian lynx and bald eagles. Only \$395 per person.

For more information, contact the Northern Iowa Alumni Association, 208 Commons, University of Northern Iowa, Cedar Falls, Iowa 50614-0284.

Sponsored by the Northern Iowa Alumni Association



## Campus changes result in growth and progress

Construction and renovation work on the University of Northern Iowa campus will increase working space, improve facilities, and add modernized equipment to meet the needs of students and faculty.

On the west side of campus the School of Business Classroom-Office Building is being constructed. Completion is expected in July of 1990. The building will house the School of Business, the Dean's Office, faculty offices, classrooms, laboratories, Information Systems and Computing Services and the Small Business Development Center.

The second project, a 20,000-square-foot addition to Maucker Union, will meet the University's need for larger meeting rooms. Completion is set for November 1989.

Union Director Renee Romano says the University currently has only a few large meeting areas—the UNI-Dome, the Education Center and the Commons Ballroom. The addition to Maucker Union is sized to hold 700 to 1,000 people.

Romano says, "Nationally, buildings are crumbling on campuses. It's not always clear how buildings contribute to education because typically resources are used for salaries and books instead of buildings. UNI is doing something about their buildings, before it's too late."

The third project underway is renovation work at Latham Hall. After completion, expected in the fall of 1989, the Department of Home Economics will occupy the top floor, and the Department of Earth Science will be located on the ground floor.

According to Leland Thomson, director of Campus Planning at the University of Northern Iowa, the three projects, which total \$15 million, are on schedule. He says excellent weather has assisted with the builders' progress.

The additions and changes will improve facilities by accentuating classroom learning and instruction, and modernized equipment will keep Northern Iowa progressive and

competitive with peer institutions. Thomson says buildings need to adequately accommodate programs so faculty and students aren't making out-of-the-ordinary exceptions to do their work. Such exceptions include working in areas that are too small, without air conditioning, or in facilities that aren't designed for that particular purpose.

Thomson says that the campus improvements will continue to make the University of Northern Iowa a pleasant, attractive place to visit, study and work. "This is a university Iowans can be proud of."

According to Thomson, this is the first time since the turn of the century the University is experiencing a surge

of building growth and campus improvements. Representatives from other campuses have visited UNI's campus to see the growth and progress. Thomson says, "I want them leaving here knowing we have a quality institution and conduct our improvements in a top-flight fashion. Being the smallest of the three state universities doesn't mean we can't be the best."

Future renovations, now in the preliminary planning stages, are an additional fourth floor to the Donald O. Rod Library and renovation of Wright Hall for the departments of mathematics and computer science.

— Debbie Kirschbaum, '90



*By November, the heart of campus will have a new look. An addition to Maucker Union will give students much-needed space to hold meetings and get-togethers.*



*West of Baker Hall is the site of the new School of Business Classroom-Office Building, set for completion in July of 1990.*



## UNI's services to communities explained

A newsletter, produced by the University of Northern Iowa, explains the services offered at Northern Iowa through the School of Business's External Services Division and other departments on campus. The publication, called *Renewal*, recently was distributed to small business owners and community leaders throughout the state.

The Small Business Development Center, Small Business Institute, Small Business Assistance Center, Institute for Decision Making, Management Development Center and the metal casting program are featured in the issue.

Each Center or program provides free assistance to Iowans in areas ranging from marketing to handling and disposing of hazardous wastes.



*Allen Lorenc, president of Rawson Controls, Inc., Oelwein, talks business with UNI's Judy Strotman. Rawson Controls is the 5,000th Iowa small business to benefit from a small business development center and was featured in the publication "Renewal."*

## Rod Library moves into the future

Out with the old, in with the new. The progress toward computer automation of the Donald O. Rod Library will eventually make card catalogs, typewriters, paper files and rubber stamps obsolete.

In the meantime, the transition to computers is slowed by such roadblocks as funding, planning, and the conversion of existing information to computer-readable. The system will cost approximately \$613,000 and will be in partial use by this summer.

The project can be broken down into three phases: the card catalog, acquisitions and serials control and circulation.

While some card catalog adherents may be unnerved by the idea of computer automation, Larsen says the system has a reputation for being easy to use. "It's easy to proceed through the choices of screens," she says.

## Metal Casting Center to strengthen Iowa industry

Northern Iowa will strengthen its metal casting program with a \$463,000 grant to develop a Center for Applied Research in Metal Casting.

"The goals and objectives of the Center are directly in line with the directions identified in Iowa's plan for future economic development," Scott Helzer, assistant professor of industrial technology, says. "The Center will expand and diversify Iowa's economic base and retain present Iowa business."

The Center primarily will contribute to Iowa's economic recovery by providing assistance to metal casting industries, increasing their productivity. Consequently, the profitability, competitiveness and numbers of metal casting companies and locations in the state should increase.

Northern Iowa is one of only 30 universities in the country to be recognized by the Foundry Education



Foundation for the excellence of its training program in metal casting and the foundry industry.

The funding was awarded by the Iowa Department of Economic Development through the Education and Agriculture Research and Development Account, which is generated from state lottery funds. The Industrial Technology staff will use this money to hire staff, purchase equipment and renovate facilities in the Industrial Technology Center.



## Audit at Regents' institutions near completion

The final results from a Regents' institution audit being conducted by Peat Marwick Main & Co., a big eight accounting firm based in New York, won't be in until late spring. However, several reports are finished and recommendations for change have and will be made.

The audit is a broad-based look at the Iowa Regents' Institutions and includes 34 separate studies, although program duplication has received the most publicity, says Richard Stinchfield, executive assistant to the president and a member of the Regents' organizational audit committee.

According to the audit's findings, 16 program areas need major change, with business, teacher education,

engineering, journalism and home economics topping the list. Stinchfield stresses that he expects program changes but it is too early to predict what areas will be affected and to what extent. If changes are made, they will be implemented gradually. He says program duplication has the most potential (of all the studies) for affecting students. However he does say, "This institution will be affected, but not to the extreme of the University of Iowa or Iowa State University simply because UNI has a limited range of programs in comparison."

Long-range planning, overall organization and operation, budgeting, and faculty workloads are common

areas being studied at all of the Regents' institutions.

The Board of Regents requested outside consultants to audit the Regent institutions because of Iowa's recent economic problems, population decreases, renewed commitment of the Board of Regents, and the recognized need for self-assessment.

Stinchfield says the Board has been very consistent in saying that any savings identified in an institution will stay at the institution. For instance, if a program is eliminated at Northern Iowa the money will be used elsewhere at the University. "This removes a portion of the threat to the institutions," says Stinchfield.

— Debbie Kirschbaum, '90

## U S West supports UNI's minority program

In an effort to increase the numbers and quality of minorities entering a career in teaching and school administration, the U S WEST Foundation is giving the University of Northern Iowa Foundation a gift of \$170,400 over the next three years.

The gift is going specifically to the "Minorities in Teaching" program of the College of Education. This program is a sequential and long-term plan to raise the percentage of minority teachers to equal that of minority students. Currently, only one percent of Iowa's teachers are from a minority group compared to five times that percentage of students.

Northern Iowa's unique program is based on partnerships with five Iowa school districts which have a substantial number of minority students — Davenport, Cedar Rapids, Waterloo, Des Moines and Sioux City. These districts will identify, as early as the sixth grade, students who express an interest in and possess potential for a career in teaching.

Through special outreach activities by both the school districts and Northern Iowa, these students will be

nurtured and encouraged to enter the teaching profession. This nurturing will not end when they enter college or even graduate, but will continue through their first three years as teachers in the classroom. (The first three to five years have been identified as a critical period in the retention of

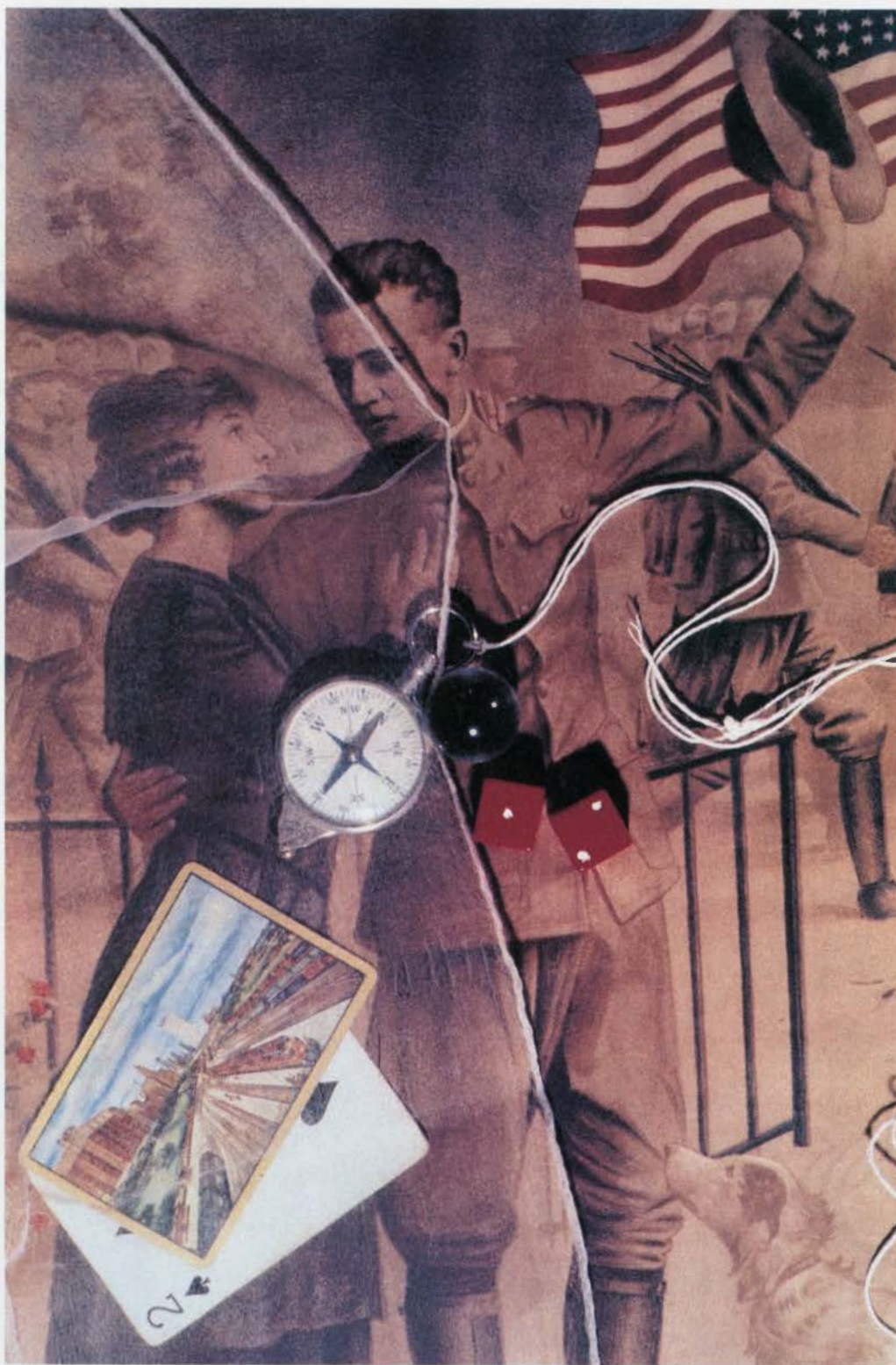
new teachers.)

As successful Iowa teachers, UNI hopes these graduates will serve as role models for other students and continue the cycle of identifying, developing and nurturing minority students who enter teaching as a career.



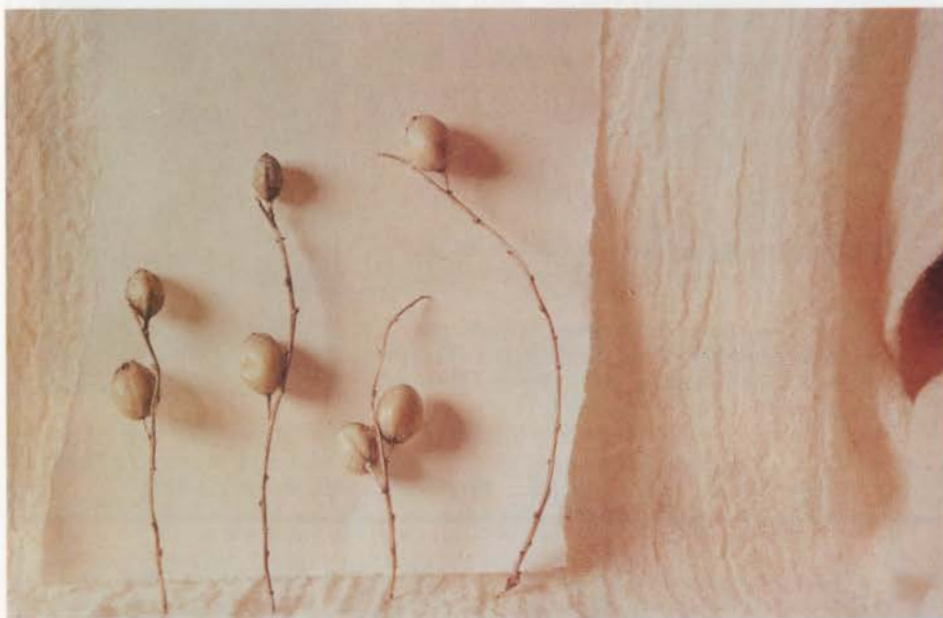
*The Education Center was the site of the formal announcement, April 7, of the U S West gift to the "Minorities in Teaching" program, described by Peter Flynn, superintendent of the Davenport Community School district as a program "... about hope, relationships and opportunities."*





*Duty Calls, Kent Shankle*





*Untitled, Linda Anderson*

Seniors Kent Shankle, Linda Anderson and Joyce Aswegan, all graduating with bachelor of fine arts degrees, present a range of photographic art.

Shankle's *Duty Calls* was inspired by his grandmother's scrapbook. He says his print (opposite page) deals with issues such as memory, time, death and fate. Shankle tries to evoke moods, while leaving ambiguity in his photos, in hopes that viewers will fill in the missing pieces from their own experiences.

Dealing with the delicate qualities of light and liminosity, Linda Anderson photographs objects that people usually don't regard for their beauty. Her work, which is untitled, draws attention to those objects.

Nontraditional student Joyce Aswegan says her work deals with her beliefs about people as calm and controlled on the exterior, while the interior is dark and disturbing. *Jamie I* is at right.



*Jamie I, Joyce Aswegan*

# Class Notes

**'40 R. Gordon Hoxie**, BA, president of the Center for the Study of the Presidency, located in New York, NY, served as the program director for the Center's 19th Annual Leadership Conference in Boston. He also participated in a conference on post-election America and relations with Western and Eastern Europe in West Berlin, Germany.

**'48 Warren Allen Smith**, BA, owner and operator of Variety Recording Studio in New York City's Times Square, has been named to the first edition of *Who's Who in Entertainment*.

**'53 Earl Edward Harris**, BA, a Northern Illinois University business professor, has been elected vice president for entrepreneurship education of the United States Association for Small Business and Entrepreneurship for 1989.

**'56 Jan Pulkrabek**, BA, has been promoted by Brown-Forman Beverage Company. Based in Tampa, FL, he is a market supervisor in the wine and spirits specialty section of the Florida, Georgia and South Carolina sales territory.

**'57 Robert Tegeler**, BA, MA '65, will complete 32 years in special education in Iowa when he retires from Area Education Agency 4 in Sioux Center at the end of the current academic year.

**'58 Darrell Breneman**, BA, MA '71, has been appointed to serve on the board of directors of Peoples Savings Bank of Wellsburg. Breneman, a former teacher and coach, owns Breneman Insurance in Wellsburg.

**'59 Charles Irwin**, MA, chief administrator and educational services director for Area Education Agency 4 in Sioux Center, will retire at the end of the current school year. Irwin has spent 37 years in education.

**'66 Merle Masonholder**, BA, Carroll College head football coach in Waukesha, WI, was named Coach of the Year in the College Conference of Illinois and Wisconsin. He also is director of athletics, associate professor of physical education and a certified trainer at Carroll.

**'67 John Schlick**, BA, MA, Ph.D., has been appointed vice president in charge of safety and insurance at Venture Express, Inc. He was a teacher at the Highway Traffic Safety Center at Michigan State University and also taught at the Highway Safety Center at East Carolina State University. Schlick resides in Murfreesboro, TN, with his wife, Joann, and their two children.

## Bartlett Hall '8' mark 35th reunion

Eight University of Northern Iowa alumnae last summer celebrated 35 years of friendship which began when they were freshmen living on the same corridor of Bartlett Hall in 1952-53. The women gathered at an Indiana state park near the home of **Jacquie (Woodward) Morris**, the group's corridor chair in Bartlett Hall.

During their reunion, the alumnae recreated their college room assignments, staying two to a room for three days.

The other alumnae are **Thelma (Bittinger) Alexander**, **Dorothy (Tice) Crooks**, **Jan (Thorson) Hersom**, **Aileen Johnson**, **Mary (Evans) Johnston**, **Joan (Hunter) Orness** and **Joleen Peterson**.

The group of women has stayed in touch after spending only one year together at what was then Iowa State Teachers College. The women maintain a round-robin letter and have had periodic reunions in Iowa. They plan another reunion in 1993.



**'68 John L. McCarville**, BA, MA '72, was promoted to general manager of administrative services at Maytag Co. in Newton. McCarville, who has worked at Maytag since 1983, had been manager of procedures and office services.

**'70 Rick Hankins**, BA, is Construction/Refrigeration Supervisor for ABCO Markets, Inc., an Arizona supermarket chain.

**'71 Rich Penn**, BA, owns and operates Horizon Communications group, and is assistant professor of marketing at the University of Northern Iowa. He has been appointed to the board of Goodwill Industries of Northeast Iowa, Inc.

**'72 Karen Schellhase Nantz**, BA, MA '77 & '82, received the first University of Northern Iowa collegiate license plate issued by the Iowa Department of Transportation. Nantz, an assistant professor in the Northern Iowa School of Business, won the right to buy the purple and gold plate that reads "UNI 0001" in a drawing. The Northern Iowa plates have the word "Iowa" at the top and "Panthers" at the bottom. **Margaret Prior Speed**, BA, has started a business designed to help other businesses and organizations improve communication skills, public relations and promotional efforts. She had formerly worked as information director for Burlington Public Schools.

**'73 Jerry K. Tack**, BA, has been promoted to head the commercial banking division of Peoples Bank of Waterloo. He joined the bank in 1987 as vice president of commercial loans. **Sara Thalacker Howden**, BA, has joined Vaughan and Pederson Insurance, Inc. as human resources director. She was formerly a supervisor with Kelly Services.

**'74 Mike Bartlett**, BA, has been named Industrial Arts Teacher of the Year in Iowa. Bartlett has taught at Ballard High School in Huxley for 15 years.

**Anthony J. Casciato**, BA, MA '76, is a local representative for MMS International at The Butterfield Exchange Corporate Complex, in Elmhurst, IL.

**'75 Russell Adams**, BA, MA '79, has been appointed to the Black Hawk County Board of Health. He is president of Morrison, Bailey, Basu, Adams, and Goering MD., P.C. Corp. of Waterloo. Adams is also medical director at Hawkeye Institute of Technology, as well as Allen Hospital's skilled nursing, cardiac rehabilitation and ambulance medical units.

**Michael Schnieders**, BA, has been named Chief Financial Officer for Covenant Medical Center in Waterloo. Schnieders joined the medical center in 1984 as Director of Financial Services.

**'77 Debra Blake**, BA, received the Murray Scholarship from the University of Iowa School of Journalism for academic achievement and professional potential. This summer, she will receive a master's degree in journalism from the U of I, and this fall will pursue graduate studies in English literature there.

**Wesley Brackey**, BA, has been named controller for CRST Inc. in Cedar Rapids. Brackey joined the company in 1985 as assistant controller.

**'78 Suzanne Larson**, BA, MA '88, is the new children's librarian at the Carnegie-Viersen Public Library in Pella.

**Carol Freese Hanisch**, BA, has been named one of the top three consultants for Over the Hill Ltd., a color/image consulting firm in Cedar Falls. In the past, she has done color and wardrobe consultations.

**'79 Jim Fritz**, BA, MA '85, is band instructor for Decorah High School, Decorah.



## Hattie-Zoe sings it again

Take good care of yourself. You belong to me. You be careful crossing streets . . . ooh, ooh. . . Don't eat sweets . . . ooh, ooh. . . Keep away from bootleg hootch. Take good care of yourself.

Seventy-seven-year-old Hattie-Zoe Short Shoesmith (B.A. '33) has entertained people for years with her singing. Her most recent performance was in 1988 for her antique collectors club, where she sung *"Button Up Your Overcoat"* and *"Five Foot Two, Eyes of Blue."* The club was sponsoring a program on antiques of the 1920s, giving Hattie-Zoe a perfect opportunity to mimic Betty Boop and reflect on flappers, bootleg alcohol and all the rest that went with the roaring '20s.



This music major from the University of Northern Iowa — then the Iowa State Teachers College — taught school for five years. Besides teaching, she's used her musical abilities as a soloist at more than 30 weddings, a member of church choirs, and as a composer of accompaniment music. She continued teaching informally as director of her church's children's choir.

Hattie-Zoe lives in Newton now, but has lived in various Iowa communities during her lifetime, including Guthrie Center, Bristow, New Providence and, of course, Cedar Falls. Her first teaching job, 55 years ago, was as a music, English and girls' physical education teacher at Bristow; her starting salary was \$70 per month. By the time she "retired" from teaching five years later, she was making \$120 per month.

She remembers that teaching wasn't really an option for her once she married. "Married women weren't even allowed to teach during the Depression," she says. Men were responsible for supporting their families economically and, since there weren't enough jobs for everyone, the women gave up their jobs. (Hattie-Zoe does, however, remember a friend of hers who secretly got married so she could continue teaching.)

"I graduated from college in an era where [as a woman] you devoted your time to your family," she says, indicating that she raised two sons and one daughter.

This Golden Girls-like septuagenarian says two of her three children and their spouses graduated from the University of Northern Iowa. **Cheryl Shoesmith Timion** (B.S. '62) and **Larry** (B.A. '66) live in Enfield, Connecticut, and **Reginald and Linda Lauck Shoesmith** (B.A.s '67), live in Bettendorf. Cheryl and Reginald are both teachers. Her other son and daughter-in-law, Kim and Sandi, live near Kansas City.

In addition, Hattie-Zoe says her one brother and seven sisters all attended UNI as well, each one majoring in a different subject. Her two living siblings, **Mary Short Petersen** (B.A. '19) and **Ethel Short Vander Veer** (BA '26) live, respectively, in Long Beach, California, and Philadelphia, Pennsylvania.

**'80 Wayne Sensor**, BA, has been named vice president for marketing and planning for Samaritan Health System in Clinton. He had served in a similar position for Gateway Health System prior to its merger with Samaritan. **Gary Hoff**, BFA, and his wife, Dr. Linda Petrucelli, missionaries from Taiwan, were keynote speakers in Jan. at the First Congregational Church of Waterloo at its annual Mission Education Weekend. Hoff has been working as an artist and journalist for the Church Press in Taiwan.

**Karen Podey**, BA, MA '88, an elementary reading teacher from Manchester, won the Outstanding Thesis of the Year Award by the College Reading Association. Podey won the national award for her thesis which analyzed how cause and effect is presented in elementary children's reading books.

**David Zrostlik**, BA, has been appointed to the newly established position of marketing manager for Iowa Mold Tooling Co., Inc. in Garner. In addition to his new responsibility, Zrostlik will continue his duties as crane product manager.

**'81 Nicholas D. Nauman**, BA, has been admitted as a principal in the Davenport accounting firm of Doyle & Keenan, P.C. Nauman, who has been with Doyle & Keenan since 1986, is president of the Eastern Iowa Society of Certified Public Accountants.

**Phillip L. Cram**, BA, was promoted and has reported for duty aboard the fleet ballistic missile submarine USS Henry M. Jackson, homeported in Bangor, WA.

**'82 Thomas Gregory Pokorny**, BA, has become a certified management accountant, according to the Institute of Certified Management Accountants. Pokorny is a tax accountant for the Angelica Corp. of St. Louis, MO.

**David D. Hansen**, BA, executive vice president of the Boone Area Chamber of Commerce, has been elected to the board of directors of the Iowa Chamber of Commerce Executives organization.

**Kim Bartling**, BA, senior vice president and chief financial officer of the First National Bank of Muscatine and of the holding company Iowa First Bancshares Corp., has been elected to the bank's board of directors.



## Security





## Promise

**Howard C. Clancy**, BA, has been promoted by MidAmerica Savings Bank of Waterloo to assistant vice president with responsibility for the consumer loan department. Clancy joined MidAmerica in 1985.

**'83 Mark A. DeJong**, BA, has been promoted to district sales manager-consumer products division at the Oscar Meyer Foods Corporation office in Cincinnati, OH.

**David Campbell**, BA, was promoted to afternoon drive personality and operations supervisor for 1040 WHO Radio Program in Des Moines.

**Susan E. Gaffney**, BA, was sworn into the Illinois Bar at Belleville, IL. She now works in the Public Defenders Office in Mt. Vernon, IL.

**Jeff Erhardt**, BA, was recently promoted to controller for Iowa Mold Tooling Co., Inc. in Garner. Formerly, he worked as IMT's assistant controller.

**Richard Schlueter**, BA, has joined First Interstate Bank of Urbandale as cashier/internal control compliance officer. Before joining First Interstate, Schlueter was senior staff accountant for Helle, Klosterman & Co. in Dubuque. He held the same position for Ryun Givens and Co. in West Des Moines.

**Dave Campbell**, BA, has been promoted to operations supervisor for WHO radio in Des Moines. He had been programming assistant. He is now responsible for the day-to-day operations of the station and will be an on the air personality. He also serves as host of "Tradio," a weekly buy/sell program. Before joining WHO, Campbell worked as production director and announcer for KWLO/KFMW in Waterloo.

**Joseph Schlueter**, BA, is a senior tax consultant at Touch Ross, a big eight certified public accounting firm in Milwaukee. Schlueter received a Juris Doctor degree from the University of Iowa in 1988.

**'84 Steve Firman**, MA, director of pharmacy at Allen Memorial Hospital in Waterloo, is on the American Pharmacy Editorial Board for the 1989 term.

**'85 Scott A. Yetmar**, BA, has become a certified management accountant, according to the Institute of Certified Management Accountants. Yetmar is an investment accountant with the Equitable Companies of Iowa in Des Moines.

**C. Thomas Chalmstrom**, BA, has been promoted to assistant vice president at First Federal Savings Bank of Fort Dodge. Chalmstrom joined the bank in 1985.

**Kirby F. Winter**, BA, passed the November 1988 certified public accountant examination. He is manager of cost accounting at National Metal Wares of Aurora, IL.

**Leta Mae Tekippe**, BA, has become a certified management accountant for John Deere Company in Minneapolis, MN.

**'86 Daniel L. Tomlinson**, BA, a 1st lieutenant in the United States Marine Corps, recently reported for duty with the 3rd Marine Aircraft Wing, Yuma, AZ.

**'87 Susan Buekner Post**, BA, a certified public accountant, has joined McGladrey & Pullen's Mason City office. Post joined McGladrey & Pullen's Des Moines office in 1987.

**'88 Jonathan Brandt**, BA, is a computer programmer for IBM, Rochester, MN. He began at IBM in Dec. after having worked for the corporation through the University of Northern Iowa cooperative education program.

**Sherry L. Jaeger**, BA, has been named marketing officer at the National Bank of Waterloo. She joined the bank in 1967 as a computer programmer.

**Lori Titus**, BA, has joined *Futures* magazine of Cedar Falls as a production assistant.

## Marriages

**'50s-'60s** **Norma J. Exline**, 2 yr, & Robert N. Finley. Gail Brownell, BA '57, & Don J. Johnston. **Holly D. Daily**, BA '69, & Harry Davison.

**'70s** Beverly S. Sanders & **Robert E. Grimes**, BA '70. **Joan C. Rustad**, BA '73, & John Huisman. **Susan F. Livingston**, BA '73, & Anthony G. Barre. **Judy A. Schwake**, BA '74, & James Shimon. **Elaine L. Thye**, BA '74, & Warren J. Anderson. **Linda J. Snell**, BA '74, & Michael R. Gibson. Joyette Ballou & **Kevin G. Henry**, BA '75. Patti Meier & **Larry Steines**, BA '75. **Charlene Manguson**, BA '75, & Pat Kelly. **Mary Beth Weyburn**, BA '75, & Todd S. Friske. Cheryl E. Mason & **Gary G. Spangler**, BA '75. Dawn Blakley & **John Grawe**, BA '75. Denise R. Meyer & **Russell J. Paustian**, BA '76. Lucienne Lee & **David C. Towle**, BA '77 & MA '84. **Julia Hunchis**, BA '85, & **Michael Calgaard**, BA '77. **Pamela K. McClure**, BA '77, & John McDermott. **Dixie K. Keith**, BA '77, & William Doocy. **Jeanne M. Edel**, BA '77, & Stephen Armstrong. **Kim M. McClaughlin**, BA '78, & James Koetz. Lorraine Schnoor & **Michael R. Wallace**, BA '78. Pat Erion & **Bill Hesse**, BA '74 & MA '78. **Becky L. Brace**, BA '78, & Robert D. Schmitt. **Denise Okerblad**, BA '79, & Daniel Hance. Debbie Roessler & **Ken Rensvold**, BA '79. **Carole Lund**, BA '79, & John Smith. H. Lorraine Schnoor & **Michael Wallace**, BA '79.

**'80** Linda V. Franck, BA, & Mark Gruca. Donna Broughton & **Kevin L. Freese**. **Anne L. Parks**, BA, & Keith Barloon. **Joanne L. Hoffman**, BA & Daniel Kerper. Julie A. Hill & **Steven J. Danker**, BA. **Sheree L. Meyer**, BA, & Mark Menadue.

**'81** Jill Mott, BA & MA '84, & James Evans. **Mary K. Werthman**, BA, & Tim Full. **S. Jane Gingerich**, BA, & Darwin Mesch. Kelly A. Shafer & **Thomas E. Dyer**, BA. Debra Golwitzer & **Scott Bertelsen**, BA. **Nancy Fahrney**, BA & MA '86, & John Fallis. Patricia Vargason & **Jan M. Wiltgen**, BA. **LeAnn Kubik**, BA, & Dean Heitkamp. **Kristy L. Berschman**, BA & MA '85, & Mike Skoglund. **Mary L. Breitbach**, BA, & Forrest P. Schnobrich.

**'82** Brenda Griesert, BA, & John Kraemer. Carolyn Conroy & **Kenneth K. Niehouse**, BA. **Susan D. Wiewel**, BA, & Douglas J. Nicholas. BA '83. **Joan M. Merfeld**, BA, & David N. Nelson. Barbara Muff & **Thomas Kloser**, BA. **Cynthia A. Ege**, BA, & Gary L. Williams. **Marilyn Roby**, BA, & Harlan Hanson. **Lori Doran**, BA, & Brad



# Today's students come from houses, not homes

He was honored as Colorado Superintendent of the Year in 1987-88; he was one in four finalists for the National Superintendent of the Year in 1988. In 1987, he received the Governor's Award for Excellence in Visionary Leadership, and in 1985 was named Distinguished Professor of the Year by the National Association of School Executives.



He's a husband and a father of three.

And he's got a golf game that isn't too shabby.

With this seemingly unending list of accomplishments, what is Robert Tschirki, B.A. '58, most proud of? "My compelling desire to grow — to become. To press on," he says anxiously, wondering if people will understand.

Tschirki (pronounced sure-key), superintendent of schools at the Littleton Public Schools in Littleton, Colorado, says that sometimes, once a large project is completed, people comment to him that "now you can relax." But he doesn't identify too much with that concept of "completion." He's not caught up in winning an award or achieving one goal, but interested in the *process*.

He talks of teachers and administrators, and himself, feeling frustrated by the problems that schools are now expected to solve. Substance abuse and the demise of the American family — students coming from houses, not homes — are two of the most common concerns. But because of Tschirki's interest in the process, an on-going approach rather than a start-to-finish approach, he's able to deal with these problems and not just throw up his arms out of frustration.

"Pain is part of progress," he says. He's willing to deal with problems in part because they challenge him. Because he has a compelling desire to grow, he inevitably faces pain as part of that process. The concerns he and other educators face today make education in the late '80s "the most exciting, turbulent time that I can recall," Tschirki says.

In response to some of the issues facing educators today, Tschirki has lead in the development of alternative school environments for dropouts, unwed mothers and students involved in drug abuse.

This 31-year-veteran in education also works closely with his teachers and other administrators to deal with these issues. Tschirki annually visits (on a formal basis) his 22 teaching/building sites; every month he meets with 22 teachers representing the 22 sites; and he meets with custodians, rotarians, administrators — whomever — for breakfast an average of four days each week to deal with concerns.

In addition to his active, hands-on involvement with the students and the school district, Tschirki has given presentations on curriculum development, effectiveness, leadership, and conflict management at conferences nationwide.

Estrem, **Cheryl L. Schmit**, BA, & Jim Hall, Jr, **Lori Meyer**, BA, & **David Burman**, BA '85, **Beth A. Herrig**, BA, & **Vince R. Volz**, BA '83, **Francis J. Hunchis**, BA & Robert R. Maakstad, **Mary K. McClellan**, BA, & Eric M. Corbin, Denise Langwell & **Michael Fritz**, MA, LeAnn Hauser & **David J. Tatman**, BA, **Julie DeVoss**, BA, & John Prosser, **Karen K. Roberts**, BA, & David Roger Honold, **Lisa Walech**, BA, & Glen Robinson.

**'83** **Susan Calonder**, BA, & Roger Beck, **Susan D. Wiewel**, BA '82, & **Douglas J. Nicholas**, BA, **Joyce Blockhus**, BA, & Joseph Klimesh, Gwen D. Studer & **Lowell F. Klug**, BA, Julia A. Pengelly & **John A. Haring**, BA, **Linda J. Hulse**, BA, & Lee Johnson, **Heidi B. Abrahamson**, BA '87, & **Rodney D. Foster**, BA, **Laurie J. Gaul**, BA, & Mark Fallon, **Linda R. Ellis**, BA '85, & **Bruce A. Rhode**, BA, **Debra A. Lown**, BA, & Gary Kinzer, **Regina Lickteig**, BA '85, & **Thomas Neville**, BA, Suzanne Sojka & **Kirk Fjelstul**, BA, **Karen K. Green**, BA, & Paul Varnum, **Sue E. Mast**, BA, & Robert McCauley, Shari Louis & **Jesus Vasquez**, BA, **Julie A. Stroschein**, BA, &

Christopher Hyland, **Terri L. Muehlenthaler**, BA, & Brian Holmes, **Beth A. Herrig**, BA, '82, & **Vince R. Volz**, BA, **Sue Edson**, BA, & **Phillip Kies**, BA '84, Peggy A. Mihm & **Robert Patrick Schneden**, BA, **Susan R. Green**, BA, & William E. Tridle III, **Molly M. Dillon**, BA, & Michael G. Rieck, Cynthia A. Peterman & **Kevin J. Tish**, BA, **Katherine A. Seifried**, BA, & Doug T. Caster, **Geri M. Kuhn**, BA, & John M. Sutton, Patricia Reilly & **Christopher Davis**, BA, **Janice A. Stroschein**, BA, & Troy J. Martin, **Tami Haverly**, BA, & Eddy Martinez, **Laurie J. Gaul**, BA, & Mark Fallon, **Laura L. Lehner**, BA, & Randy Beranek, **Karen K. Green**, BA, & Paul D. Varnum.

**'84** **Karen G. Kayser**, BA, & Richard Kemp, Cheryl Wheeler & **Larry Krough**, BA, **Paulette S. Frick**, BA, & Michael L. Webb, **Linda J. Wright**, BA, & David Simmons, Susan Fleming & **Thomas Cuvelier**, BA, **June R. Millard**, BA, & Paul Lewandoski, Ann M. Gaffney & **Curt Dykstra**, BA, Darcy L. Tjelmeland & **Michael W. Campbell**, BA, **Mary C. Kalb**, BA '86, & **Michael J. Ryan**, BA, **Susan B. Koopal**, BA, & Timothy F. Hauber, **Lisa J. Lay**, BA, & Lowell

McKee, **Lisa M. Hemesath**, BA, & David W. George, Wendy C. Carter & **Gary T. Jipp**, BA, **Kay L. Armstrong**, BA, & Edmund Bartholomew, **Valerie A. Taylor**, BA, & John R. Hill, **Sarah A. Klahn**, BA, & Michael Freehling, **Paula K. Schimmer**, BA, & William E. Hummel, **Lorrie A. Classon**, BA, & David James, Kristina Spading & **Randy Terrell**, BA, **Teresa A. Taylor**, BA, & **Daniel Morris**, BA, **Annette Bahlmann**, BA '85, & **Bill O'Connell**, BA.

**'85** **Jilene Andre**, BA, & John Parker, Sarah E. Miller & **John R. Dunleavy**, BA, **Janell M. Weigel**, BA, & Richard Nelson, **Martha Wenthold**, BA, & Jeff Byrnes, **Cheryl M. Hurst**, BA, & Gregg Williams, **Julia Hunchis**, BA, & **Michael Calgaard**, BA '77, Janet Rink & **Daniel D. Thompson**, BA, Michelle E. Hagarty & **William J. Noonan**, BA, **Mindy Stump**, BA, & Steve Hein, **Linda R. Ellis**, BA, & **Bruce A. Rhode**, BA, '83, Monica M. Mosman & **Michael E. Blackley**, BA, **Linda A. Finnegan**, BA, & Dennis Hinshaw, Christina M. Barratta & **James A. Duea**, BA, Michelle Pihart & **Joseph F. Schlueter**, BA, **Debra L. Kruse**, BA, & John R. Hamilton, **Susan B. Wilson**, BA, & James Sorge, **Angela L. Fairchild**, BA, & John Moody, Deb Morrow & **Jeff Schmitt**, BA, **Debra L. White**, BA, & Dennis Erenberger, **Debra A. Kasischke**, BA, & Scott Juehring, **Lori Meyer**, BA '82, & **David Burman**, BA, **Regina Lickteig**, BA, & **Thomas Neville**, BA '83, **Pamela J. Kirschenmann**, BA, & James Maxey. **Sharon M. Trumm**, BA, & **Mark A. Aldrich**, BA '86, Mary K. Ryan & **Craig E. Lampright**, BA, Shaunacey Gragg & **Scott A. Weishaar**, BA, **Moirra Feeney**, BA '87, & **Steven Hopkins**, BA '85, Melinda Morgan & **David Keller**, BA, **Annette Bahlmann**, BA, & **Bill O'Connell**, BA '84, **Kristen A. Johnson**, BA, & Ron R. Happel, Kyra Ketelsen & **Danny Berentsen**, BA, Sharon L. Petersen & **William J. Bauer**, BA, **Kimberly K. Nielsen**, BA, & Eric Miller, **Lori Hoerschelman**, BA, & Brad Edaburn, **LeAnn M. Naumann**, BA, & Brian Mechler, Tammy Stevenson & **Troy W. Long**, BA, **Mary Haverkamp**, BA, & John Kovar, **Teresa A. Taylor**, BA, & **Daniel Morris**, BA '84, **Theresa Lilienthal**, BA, & **Lonn Koch**, BA '87.

**'86** **Teresa A. Deluhery**, BA, & David B. Skalla, **Karen Koellner**, BA, & Timothy Costello, **Mary A. Pound**, BA, & Carlos Alvarez, **Wendy Barrett**, BA, & Steve Trent, Angela K. Steffen & **Steven C. Mitchell**, BA, **Andrea Neddermeyer**, BA, & Douglas Berka, **Angela L. Stotts**, BA, & **Douglas Hascall**, BA, Pam Thompson & **Russ Heinzerling**, BA, **Vicki L. Pettit**, BA, & Ken Dierks, **Julia A. Hall**, BA '87, & **Stephen C. Little**, BA, Ann M. Kaefring, & Glenn Butterbrodt, **Beth L. Huisinga**, BA, & Daryl Uhlenhopp, **Tamara K. Charlier**, BA, & Jason Hoover, **Patricia E. Wheeler**, BA, & Stanley Roby, **Donna K. Janssen**, BA '87, & **David J. Dennis**, BA, **Mary C. Kalb**, BA, & **Michael J. Ryan**, BA '84, **Lori S. Sandberg**, BA, & H. Allen Arndt, **Carol D. Mackel**, BA & Lonnie McCann. **Kristin J. Johnson**, BA, & **Richard J. Eckhardt**, BA, **Sherri J. Hammons**, BA, & Mark Steele, **Nancy A. Grimm**, BA, & Tim Thul, **Tamara A. Paulsen**, BA, & Mark Lessman, **Tammy L. Hanken**, BA, & Terry Crawford, **Lorraine E. Gee**, BA '87, & **Steven Woolery**, BA, **Carol A. Schimmer**, BA, & **Randall P. Scott**, BA '87, **Lisa K. Klejch**, BA, & **Steve McClelland**, BA, **Sharon M. Trumm**, BA '85, &

## Saville on the fast track at Honeywell

He's traveling across the world. He's telling people many years older than he how to manage their businesses. He's immersed in a situation where you learn — and learn fast — or you get out. While doing all of this, he still makes time to sustain a relationship with Terri Craig (B.A. '86); they plan to marry this June.

Kevin Saville (B.A. '87) is a corporate financial auditor for Honeywell, Inc., and is a member of their three-year-long management development program. Although he lives in Minneapolis, through the program he spends nearly 80% of his time working in other Honeywell locations from San Diego, California to Boston, Massachusetts to Helsinki, Finland and Tokyo, Japan.

He's learning what it's like to give suggestions to long-time managers after spending five to six weeks evaluating their operations. With less than two years of experience, he's found that a challenge. "Here I am, telling them how to do things better," he says.

"You have to come across in a professional manner, and you have to have good oral and written communications skills, and a strong breadth of interests so you can communicate [with them] on different levels," he says, indicating that people develop respect for others who possess a broad-based background. He says he needs to be well-versed on topics ranging from international economics to the stock market scandal in Japan.

Another aspect of his job is the rapid-fire education auditors on the management development track receive. "We are given very strong feedback," Saville says. "I get critiqued every five to six weeks, and it's an in-depth, very timely process . . . usually managers spend an eight-hour day just reviewing someone's performance." Getting that feedback on such a regular basis, he says, has been helpful.

After the first year, Saville became a manager who, in addition to being evaluated, now critiques the three staff people who report to him. He says he's learned a lot by critiquing others.

This June, Saville will marry Terri Craig, an assistant accountant at Peat Marwick Main & Co.



**Mark A. Aldrich**, BA, **Kelli D. Ross**, BA, & **David W. Templeman**, BA '87, **Kelly L. Day**, BA, & **C. Lee Westphall**, **Lisa A. Raeside**, BA, & **Stan Swanson**, **Lori Coyle**, BA, & **Larry Jensen**, **Mary M. Johnson**, BA, & **Alex Wemndt**, **Laura A. Thrailkill**, BA, & **Steven Nelson**, **Pam Buchan** & **Brian Thomsen**, BA, **Mary E. Hannam**, BA, & **James M. Johnson**, **Teresa K. Cashman**, BA, & **Richard J. Martin**, **Diane Blake**, BA, & **Ronald Peterson**, **Stephanie C. Skinner**, BA, & **Richard A. Ostlie**, **Debra A. Luett**, BA, & **William Y. Pettyjohn**, **Rhonda Chambers** & **Nicholas J. Thilges**, BA.

**'87** **Royce R. Moore**, BA, & **James Hickie**, **Melissa M. Busche**, BA, & **William Schultes**, **Shaunette Trout** & **Darrell J. Hanan**, BA, **Lisa A. Shelangoski**, BA, & **James R. Jaacks**, BA, **Jennifer E. Wenz**, BA, & **David D. Steere**, **Jennifer L. Maxfield**, BA '88, & **Thomas C. Smith**, BA, **Jodene S. Knudtson**, BA, & **James M. Mason**, BA '88, **Kellie K. Grove**, BA & **Daniel Johnson**, **Barbara Grove**, BA & **Lance Rampton**, **Lisa Cox**, BA, & **Luke Carlson**, **Janelle M. Parizek**, BA, & **Michael Kockler**, **Patricia Lasell**, BA, & **Rusty Gronewold**, **Christine Messick**, BA, & **Gregory Block**, **Diane L. Ristau**, BA, & **Charles Lackore**, **Heidi B. Abrahamson**, BA, & **Rodney D. Foster**, BA '83.

**Julia A. Hall**, BA, & **Stephen C. Little**, BA '86, **Susan E. Howell**, BA, & **Douglas E. Sievers**, **Laura L. Oglesby**, BA, & **Joseph Nauman**, **Joyce M. McCrea** & **Allen W. Wolf**, BA, **Rhonda R. Maifeild** & **G. Todd Powers**, BA, **Donna K.**

**Janssen**, BA, & **David J. Dennis**, BA '86, **Paula D. Geerts**, BA, & **Rodney Blake**, **Karen Marshall**, BA, & **Scott Leonard**, BA, **Robin S. Toney**, BA, & **Steven B. Devine**, **Lorraine E. Gee**, BA, & **Steven Woolery**, BA '86, **Mary T. Potts**, BA, & **Timothy Timmerman**, **Andee G. Hughes**, BA & **Randy Duffy**, **Pippa L. Prieskorn**, BA, & **Randy Fineran**, **Theresa L. Adams**, BA & **Gregory McDermott**, BA '88, **Lauri M. Thomas**, BA, & **John Brandt**, **Donna L. Clemen**, BA, & **Joseph Ahmann**, **Rebecca L. Kurrieger**, BA, & **James Schultz**.

**Tracy Lorenzen** & **Gary R. Davies**, BA, **Moir Feeney**, BA, & **Steven Hopkins**, BA '85, **Nancy Reising**, BA, & **Rick Prohaska**, **Judith A. Seivert**, BA, & **David Shaver**, **Paula Baltes**, BA, & **Kelly Banes**, **Julie K. Bollinger**, BA, & **Kirk Berggren**, **Jennifer E. Wenz**, BA, & **David Steere**, **Kellie D. Ross**, BA '86, & **David William Templeman**, BA, **Suzann M. Ogland**, BA, & **Mark Hand**, **Donna K. DeCook**, BA, & **Eric Van ee**, **Stephanie K. Viggos**, BA, & **Robert J. Arth**, BA, **Terri K. Trease** & **Michael H. Dahlem**, BA, **Greti Glissmann** & **Joel North**, BA, **Rosemary A. Novak**, BA, & **Lyndon J. Wichers**, **Ann L. Fagre**, MA, & **Stephen J. Springer**, **Kerri J. Kurt**, BA, & **Patrick W. Reed, Jr.**, BA, **Constance S. Pilquist**, BA, & **Richard Ripley**, **Pamela K. Shannon**, BA, & **Greg Waters**, **John W. Holdsworth**, BA, & **Catherine L. Buddenberg**, **Lisa M. Koch**, BA, & **Anthony M. Evans**, BA, **Courtney A. Taylor**, & **Karl Williamson**, BA, **Mara A. Dominy**, BA '87 & MA '88, & **Robert Jirele**, BA, **Carol A. Schimmer**, BA '86, & **Randall Scott**, BA.

# Growth



**'88** Cathy Cocayne, BA, & Glen Krepfle, Susan J. Burggraaf, BA, & Michael Andresen, Lori J. Pierce, BA, & Richard V. Wilson, Jr, BA, Mary M. Gabrielson, BA, & Peter Limas, Jodene S. Knudtson, BA '87, & James M. Mason, BA, Jodi L. Botsford, BA, & John Rhomberg, Wanda A. Moore, BA, & Mark S. Clay, Kellie K. Grove, BA, & Daniel Johnson, Lori Mueggenberg, BA, & Steve Nurse, Heidi Moore, BA, & Brad Worrall, Jan Gordon & Thomas A. Dole, BA, Linda Miller, BA, & Kendall Mattson, Johanna Schumacher & Kevin Arrowsmith, BA, Amy J. Staggs, BA, & David R. Clark, Sue E. Sanders, BA, & John P. Petersen, BA, Rhonda L. Biddle, BA, & Scott Drechsler, Lori Lyness, BA, & Mike Cole, Patricia A. Hansen, BA, & Terry Applegate.

Kelly Steinbronn, BA, & Jeff Buehler, Angela K. Braman, BA, & Tim Gitch, Rebecca Kinnander & Wayne F. Irmiter, BA, Brenda Lonsdale & Steven W. Rummel, BA, Kim Ockenfels, BA, & Randy Hurlbert, Traci M. Meyer, BA, & Todd Grekoff, Kristin R. Anderson, BA, & Mark Grunder, Lisa A. Koenigs, BA, & Keith Heimer, Theresa L. Adams, BA '87, & Gregory McDermott, BA, Barbara J. Grove, BA, & Lance Rampton, Toni L. Nelson, BA, & Keith Hall, Ann Johnson, BA, & Christopher Scherf, Bonnie F. Gates, BA, & Steven E. Donnolly, Dorothy K. Winnes & Raymond L. Marvin, BA, Gretchen K. Rich, BA, & Bert L. Squire, Robin S. Rohlfen, BA, & Bradley S. Jurrens, Trisha K. Jahnke, BA, & Daniel G. Nixon, Anne Vandersall, BA, & Neal Bohnenkamp, Deonna J. Weber, BA, & Damon Fritz, Susan E. Vorhies, BA, & James J. McCarthy, Beth A. Keys & Thomas Riehl, BA, Barbara S. Schrandt, BA, & David J. Thayer, BA, Kathleen A. Fox, BA, & Roger Barloon, BA, Mara A. Dominy, BA '87, & Robert Jirele, BA, Lisa M. Koch, BA, & Anthony M. Evans, BA '87, Karla Shafer, BA, & Jim Sexton.

## Deaths

**'00s** Daisy Dewey Stephens, 2 yr '15, Trona, CA, died April 14, 1988. Sophia Ries Bieberman, 2 yr '17, Galesburg, IL, died June 26, 1988. Leila Marsh Altfillisch, 2 yr '18, Decorah, died June 11, 1988. Berneice Reynolds Briggs, 2 yr '18, Sioux City, died Oct. 9, 1988. Mervin O. Cowan, BA '18, Cedar Falls, died Oct. 17, 1988. Mable Hartz Amidon, 2 yr '19, Elmhurst, IL, died Oct. 9, 1987. Lela Powell Miller, 1 yr '19, Keota, died Jan. 28, 1989.

**'20s** Alice Stromgren Meyers, 2 yr '21, Wheat Ridge, CO, died June 28, 1988. Mildred Williams Gosch, 2 yr '21, Storm Lake, died Feb. 10, 1989. Norma Day Lemen, 2 yr '21, Rockwell City, died Jan. 7, 1989. Elizabeth Mastain Dickinson, BA '22, Sacramento, CA, died Oct. 22, 1988. Ruth Cadwell, 2 yr '21 & BA '23, Boone, died Nov. 13, 1987. Myrl Morris Harper, 2 yr '22, Des Moines, died Oct. 16, 1988. Viola Schaper Lechelt, 2 yr '23, Britt, died July 12, 1988. Blanche Standley Sandell, 2 yr '23, Fort Dodge, died Feb. 15, 1989. Lisette Coster Phillion, 2 yr '23, Mishawaka, IN, died Dec. 2, 1988. Clara Witter Hoagland, BA '24, San Anselmo, CA, died Oct. 20, 1988. Eleanor Henderson Holland, 2 yr '24, Vinton, died July 12, 1988. Alva Hockett Stirn, 2 yr '24, Naperville, IL, died Jan. 12, 1989.

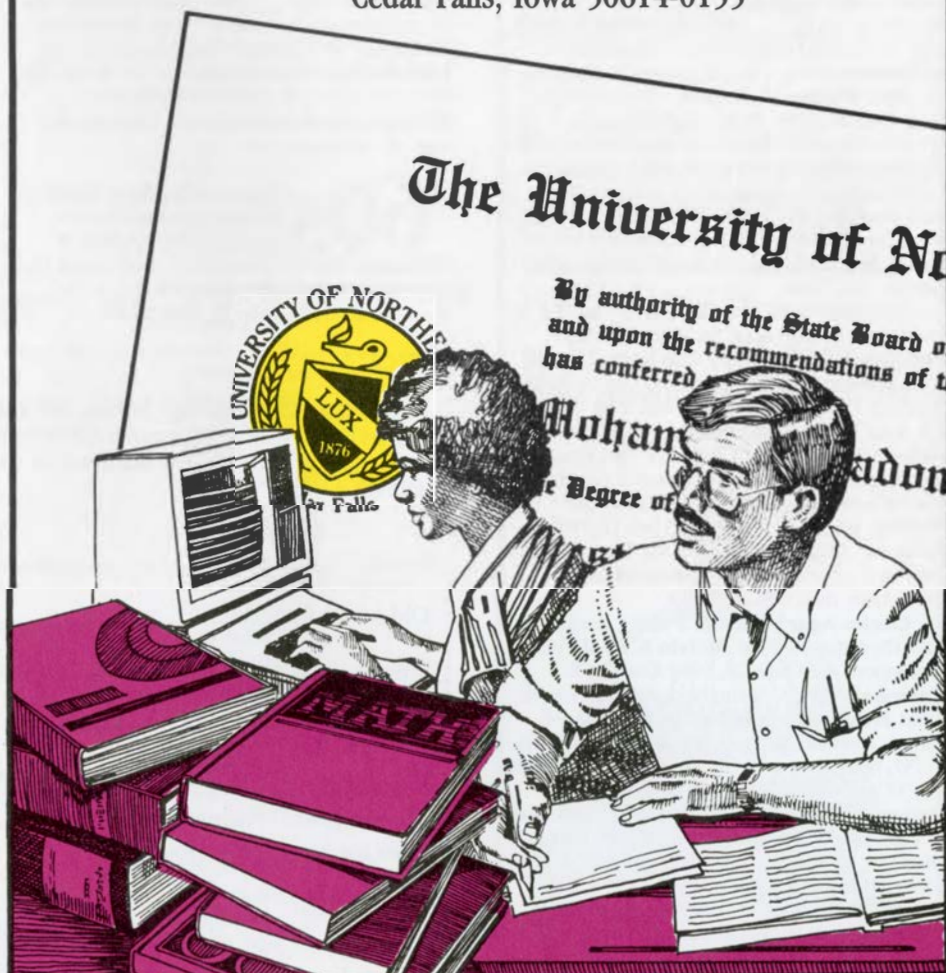
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**Dorothy Smalling Sickles**, BA '25, Janesville, died Sept. 22, 1988. **Margaret E. Gowans**, 2 yr '25, Emmetsburg, died Aug. 2, 1988. **Mildred Everts Garbee**, BA '25, Springfield, MO, died July 6, 1988. **Alice Lusa Fallers**, BA '25, Portland, OR, died July 11, 1988. **Beatrice Clark Kelroy**, 2 yr '24, Mason City, died Sept. 16, 1988. **Elbert W. Harrington**, 2 yr '24 & BA '26, Tempe, AZ, died Dec. 29, 1987. **C. Alda Martin Price**, 2 yr '25, Mesa, AZ, died Oct. 8, 1988. **Ruth Bennett Mathews**, 2 yr '26, Winfield, died July 19, 1988. **Mildred Peterson Beckman**, 2 yr '26, Ogden, died July 4, 1988. **Lola Allen Aschom**, 2 yr '26, Bradenton, FL, died Sept. 1988. **Ina Beam Allen**, 2 yr '26, Ames, died July 13, 1988. **Cecil J. Bogard**, BA '27, Mankato, MN, died April 2, 1988. **Frances Farran Brant**, 2 yr '27, Oelwein, died Oct. 6, 1988. **Bernice Unrau Emmert**, 2 yr '24 & BA '27, Reinbeck, died July 29, 1988.

**Lena Geigel**, 2 yr '27, Kanawha, died Sept. 26, 1988. **Ivy Fluhrer Prufrock**, 2 yr '27, Plantation, FL, died Dec. 18, 1988. **Esther Emerson Kercheval**, 2 yr '28, Cedar Falls, died Nov. 24, 1988. **Louise Baptiste Wessling**, BA '28, Breda, died July 8, 1988. **Helen Pemberton Broer**, 2 yr '29, Fort Dodge, died Nov. 28, 1988. **Hazel Kindig Piper**, 2 yr '29, Evanston, IL, died Nov. 3, 1988. **Florence Stevens Swope**, 2 yr '29, Spokane, WA, died Sept. 25, 1986. **Mabel Borland**, 2 yr '29, Primghar, died Dec. 7, 1988.

**'30s** **Laurence R. Lautenbach**, BS '30, Pella, died June 19, 1988. **Mary Wiler Purdy**, BA '30, San Jose, CA, died Jan. 31, 1988. **Irene Geischecker Shanley**, 2 yr '30, West Des Moines, died Oct. 22, 1988. **Ida Mamie Sachau**, 2 yr '30, Titonka, died Nov. 11, 1988. **Lois McKittrick Berry**, 2 yr '30, Janesville, died Nov. 12, 1988. **William D. Bolton**, 2 yr '30, Huxley, died April 28, 1988. **Violet Dell Bennett**, 2 yr '25 & BA '30, Long Beach, CA, died Dec. 17, 1986. **Harlan W. Huyck**, BA '30, Toledo, died Jan. 1, 1989. **Fred L. Graham**, BA '31, Libertyville, IL, died June 30, 1988. **Louis W. Armstrong**, BA '31, West Palm Beach, FL, died July 26, 1988. **James Babbbrick**, 2 yr '29 & BA '31, Peoria, IL, died Jan. 27, 1988.

**Dorothy Smith Brooks**, 2 yr '26 and BA '31, Sherman, TX, died April 28, 1988. **Iola W. Tillapaugh**, BA '31, Cedar Rapids, died Jan. 18, 1989. **Hattie Ruth Bauman**, 2 yr '32, Decorah, died Oct. 7, 1988. **Bessie McNutt**, 1 yr '17, 2 yr '18, & BA '32, St. Ansgar, died Sept. 16, 1988. **Helen Dalbey**, 2 yr '19 & BA '32, Fort Dodge, died Oct. 18, 1988. **Ruth L. Davis**, 2 yr '32, Marshalltown, died Dec. 15, 1988. **Samuel Wasson**, BA '32, Grinnell, died Jan. 12, 1989. **Robert P. Cunningham**, BA '32, Clearwater, FL, died Dec. 14, 1988. **Darrell Maxson**, BA '32, Spirit Lake, died Dec. 9, 1988.

**Claries Agar Johnson**, 2 yr '33, Kansas City, MO, died May 19, 1988. **Melvin S. Pool**, BA '35, Davenport, died June 26, 1988. **Lorene E. Campbell**, BA '35, Springfield, IL, died Nov. 8, 1988. **Helen Gillespie McCandless**, BA '36, Vinton, died Oct. 6, 1988. **Irene Jessen Olson**, 2 yr '37, Story City, died Jan. 23, 1989. **Ovey Vaala**, BA '37, Melvin, died July 14, 1988. **Martha Petersen Shedd**, BA '37, Athens, GA, died April 2, 1988. **Joe W. Pritchard**, BA '38, Sun City, AZ, died Dec. 10, 1988. **George E. Henney**, BA '39, Desert Hot Springs, CA, died Sept. 29, 1988. **Wanda Wilharm**, 2 yr '27 & BA '39, Waverly, died Oct. 24, 1983. **Ray A. Allen**, 2 yr '29 and BA '39, Kingsley, died Feb. 28, 1988. **Evelyn Moulton Jones**, BA '39, Monticello, died June

18, 1988. **Leroy N. Jensen**, BA '39, Indianola, died June 17, 1988. **Clinton Stanfield**, BA '39, Cherokee, died Sept. 16, 1988. **Miriam Peterson**, BS '39, Greeley, CO, died Jan. 6, 1988. **Eileen Rutherford Stinehart**, 2 yr '35 & BA '39, Fort Dodge, died Aug. 12, 1988.

**'40s** **Maurine Gard Sheehan**, 3 yr '40, LeMars, died March 26, 1988. **Thea Sando**, 2 yr '28 & BA '40, Decorah, died Oct. 16, 1988. **Gladys Jacobmeyer Hutchings**, 2 yr '40, Mason City, died Sept. 6, 1988. **William J. Walsh**, 1 yr '39 & BA '43, Denison, died Jan. 10, 1989. **Phyllis Welch Wiechman**, 2 yr '45, Okobojo, died Sept. 27, 1988. **Donald L. Shupe**, BA '47, Sun City, AZ, died June 29, 1988. **Dean C. Gilbert**, BA '47, Des Moines, died Jan. 20, 1989. **Darlys Diekmann Hibbing**, BA '48, Littleton, CO, died Dec. 9, 1988. **Charles A. Cacek**, BA '49, Bisbee, AZ, died Dec. 17, 1988. **Marjorie A. Cesler**, 2 yr '31 & BA '49, Davenport, died Aug. 26, 1988. **Dr. Harry R. Morris**, BA '50, Bettendorf, died Jan. 10, 1989. **Robert P. Muehe**, BA '50, Toppenish, WA, died July 3, 1988.

**'50s** **Shirley Henry Eckhardt**, 2 yr '51, State Center, died Nov. 22, 1988. **Jack R. Fry**, BA '57, Vinton, died Feb. 9, 1989. **Henrietta M. Zink**, 2 yr '58, Waverly, died Jan. 21, 1989. **Bertha Eickelberg**, 2 yr '28 & BA '52, Waverly, died Dec. 14, 1988. **Helen Nye Grinnell**, BA '56, Waterloo, died Sept. 10, 1988. **Dorothy Scott Melugin**, 2 yr '31 & BA '58, Vinton, died July 15, 1988. **Willard G. Hatfield**, MA '58, Mt. Pleasant, died May 22, 1988. **James Abbott**, BA '59, Forest City, died Jan. 10, 1988. **Della Ann Riepe**, BA '59 Burlington, died Sept. 14, 1988. **Leah Frances Henkenius**, 2 yr '52, & BA '60, Denison, died Sept. 25, 1988. **Robert N. Illingsworth**, BA '58 & MA '62, Newton, died Nov. 23, 1988.

**'60s** **Frances Hamilton Smith**, BA '60, Laguna Hills, CA, died June 22, 1988. **Charles N. Mahlman**, MA '62, Seward, NE, died March 14, 1988. **Kenneth D. Beverlin**, BA '66, Boone, died Jan. 24, 1989. **John H. Poock**, BA '68,

Tripoli, died Nov. 3, 1988. **James E. Kauffman**, BA '69, Washington, died Aug. 11, 1988. **Maxine Raisch Solbach**, BA '69, Algona, died Dec. 22, 1988.

**'70s** **Larry R. Vansyoc**, BA '49 & MA '70, Cedar Falls, died Dec. 13, 1988. **Robert Belson**, BA '70, Holstein, died Dec. 30, 1988. **Gertrude Dohrmann Juengel**, BA '70, Chicago, IL, died June 8, 1988. **Carolyn Eggers Monahan**, BA '76, Ames, died June 25, 1988. **Connie Modlin Myers**, BA '72, Guthrie Center, died April 20, 1988. **Peter O. Rochau**, BA '74, Clinton, died April 8, 1984. **James A. Storey**, BA '75, Des Moines, died Jan. 4, 1989.

**'80s** **Allan L. Graham**, BA '81, Arlington, TX, died July 1, 1988. **Joseph J. Hoefler**, BA '83, Burnsville, MN, died Sept. 3, 1988. **Robin F. Campbell**, BA '84, Essex, died Aug. 6, 1988. **Kristine Kelly**, BA '87, Clinton, died Aug. 12, 1988. **Barbara Voels Pettit**, BA '88, Dubuque, died Feb. 9, 1989.

## Births

**'60s** **Robert**, BA '67, & **Dianne Akers Graham**, BA '67, Bethel, AK, daughter, Davita Jewel, born June 22, 1988.

**'70s** **Alan & Joni Opheim**, BA '76, Des Moines, daughter born Nov. 27, 1987.

**'80s** **Bert & Linda Cook Feuchtwanger**, BA '82, Waterloo, son, born May 31, 1988. **Mark & Patsy Vangampleare**, BA '82, Colorado Springs, CO, daughter, Jamie Lynn, born April 5, 1988. **Kevin & Cynthia Coons Cone**, BA '84, Alta, son, Kylor Dean Cone, born June 24, 1987. **Robert & Dawn Williams Boyd**, BA '78 & MA '82, Ft. Leavenworth, KS, son, Andrew Keith, born Feb. 14, 1988. **Bob & Emily Pirillo Cowdrick**, BA '80, Lilburn, GA, daughter, Kara Elizabeth, born Aug. 8, 1988.

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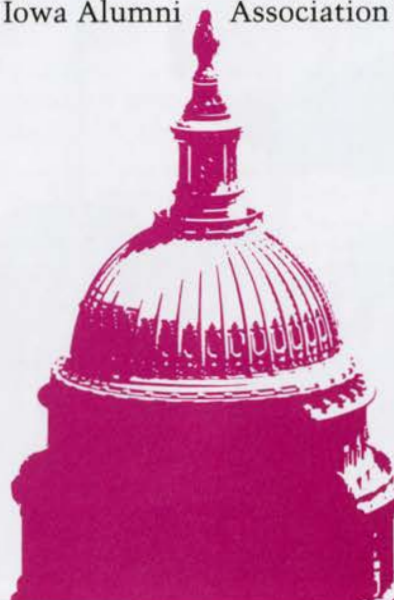
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# Nostalgia



*They could move, in spite of those "sensible gym costumes." (That's how the then school newspaper, the Normal Eye, described them.) This photo, from University Archives, shows women's basketball at Iowa State Normal School in 1902. Central Hall and the heating plant are in the background.*



*Who's up to bat? We couldn't find that out, but University Archivists say he's playing baseball at O.R. Latham Field in the early '30s.*



# Congress and the presidency, continued from page 48

was swept into office. President Gerald Ford's only weapon, the veto, was again and again overridden.

For example, in 1976, despite the protests of Ford, Congress cut off aid to the anti-Communist forces in Angola. Abetted by substantial Soviet and Cuban support, that strategically important land with major oil resources became a Communist state.

In his final State of the Union message, Ford stated, "There can be only one Commander in Chief." Then United States Senator Adlai Stevenson (D) publicly declared that the Congress should have been ashamed about how it let Ford down in Angola.

By 1979, former Senator Fulbright and, by 1981, John Tower, then Chairman of the Senate Armed Services Committee, spoke out publicly against Congress's control over foreign policy. Tower concluded: "Congress has inhibited the president's freedom of action and denied him the tools necessary for the formulation and implementation of American Foreign Policy."

In 1983, in the *Chadha* case, the Supreme Court struck down legislative vetoes as unconstitutional. Still, the whole series of offensive legislation of questionable constitutionality remains on the statute books.

In 1984, William Bundy, long-time editor of *Foreign Affairs* concluded: "I cannot believe that the Founding Fathers . . . would have wished their (and our) treasured principles of checks and balances to be carried to the extent visible in far too many examples today . . ."

Secretary of Defense Richard B. Cheney, Lee Hamilton (who Michael Dukakis had selected to be Secretary of State in the event he was elected president), and other leading congressmen have echoed this concern.

Does our system work?

Our system has withstood the most severe testing beginning with the Washington administration. When Congress in 1796 demanded delicate papers relating to the Jay Treaty with Britain, Washington stood his ground

and refused to deliver the papers. He recognized the requirements Hamilton had enunciated for the successful conduct of foreign policy, "decision, activity, secrecy and dispatch," could not characterize a body as large and unwieldy as Congress.

However, today, Congress has exacerbated the problem. As Boyden Gray, counsel to President George Bush, recently pointed out, "There are more than 80 congressional committees and sub-committees with jurisdiction over foreign policy, and . . . it is very hard to run a foreign policy with that many subcommittees all going in different directions."

Moreover, congressional staffing has swollen enormously. The discipline of our two major political parties has declined and been replaced by interest groups and political action committees. Unlike in the '50s when Eisenhower could sit down with congressional leaders and map out a strategy, the discipline of leadership is no longer. Hence the conduct of foreign policy has become much more difficult, and the national interest has become blurred.

Our system can work without such reforms as Cutler and Douglas Dillon (Secretary of the Treasury from 1961-65) have suggested, like having members of the Congress in the Cabinet. However, one reform worthy of a constitutional amendment is increasing the term of members of the House to four years, and having them all elected at the same time as the president. Increasing the Senate term to eight years, with the senator from each state elected at the same time as each presidential election, would also decrease divided government.

But as the Carter presidency reminds us, having the same party in control of the Congress and the White House is no guarantee for a constructive relationship. Senator Nancy Landon Kassebaum believes the Congress and the president must come to the realization that their relationship is like two persons in a three-legged race: If one balks, they both trip.

Secretary of Defense Caspar

Weinberger's farewell address in November 1987, after seven years in office, was filled with concern: "Very few members of Congress see any danger in seizing control of the smallest and largest details of our nation's foreign and defense policies." Secretary of State Shultz was more conciliatory: "Trust is the coin of the realm."

In seeking to engender that spirit, Shultz's successor, James A. Baker III has proposed "a gentleman's agreement" as related to aid to the contras in Latin America: A review in November 1990 by four key congressional committees, with the understanding that the aid would be terminated in the event they were not satisfied. Since it would not be written into the law, strictly speaking it would not be a legislative veto. However, it is tantamount to one, so the concern of Boyden Gray as the president's counsel is understandable.

As the *Wall Street Journal* reported editorially, "This is not just a one-house of two-house legislative veto, but a one-of-four committees pre-clearance veto."

Here are two of the nation's ablest public servants, Baker and Gray, in disagreement. But the problem is not in our stars; it is in our Congress. The truth is, the accommodation can only be achieved when Congress recognizes it cannot micromanage foreign policy. From "George to George" is now 200 years of experience. The system works. The Congress and Bush have an enormously important opportunity to make it work better.

---

*R. Gordon Hoxie (B.A. '40), a native of Waterloo, was the founder and has served since 1969 as president and chief executive officer of the Center for the Study of the Presidency.*

# Congress and the presidency: A bicentennial analysis

By R. Gordon Hoxie

In 1989, as we observe the 200th anniversary of the first Congress and the first presidency, we may ponder the success of our separation of powers system.

A decade ago, while serving as counsel to President Jimmy Carter, Lloyd Cutler concluded that the system had brought stalemate in government. Although possibly acceptable in the late 18th century, he believed that it was an inadequate system for the late 20th century.

A decade ago, Cutler was especially concerned with the Senate's refusal to approve the strategic arms limitation treaty with the Soviet Union. More recently he has been concerned with the budget deficit. He suggests constitutional amendments to eliminate what he terms "divided government."

His reforms would unify the executive and legislative functions, creating more of a parliamentary system. Unlike the constitutional framers' belief that safeguards were more important than efficiency, Cutler believes we can have greater efficiency with our safeguard.

Leading constitutional framers and advocates, such as James Wilson and Alexander Hamilton, generally agreed that there was greater danger of despotism from the legislative than from the executive. The separation of legislative, executive and judicial powers was primarily aimed at placing Congress in check. The executive would do so by the veto and the Supreme Court by rulings on constitutionality.

How well had the framers done their work? In general, remarkably well. However, Congress and the president continue to struggle for the power to direct American foreign policy. This is because the framers gave Congress the



*R. Gordon Hoxie frequently interacts with top officials on Capitol Hill, including Bob and Elizabeth Dole.*

authority to declare war and the president authority to conduct war, as well as make treaties with the advice and consent of the Senate.

Although as the first Secretary of State, Jefferson contended that "the transaction of business with foreign nations is executive," Congress disagreed. This struggle for power to direct American foreign policy continues today.

During Dwight D. Eisenhower's presidency, this issue was brought to vote with the so-called Bricker Amendment, which would have empowered Congress "to regulate all executive and other agreements with any foreign power or international organization." Eisenhower contended that this amendment would have put us back into the kind of government that preceded the Constitution under the Articles of Confederation. He won his fight, and the amendment was narrowly rejected.

Congress has used many techniques in its effort to check and surmount the

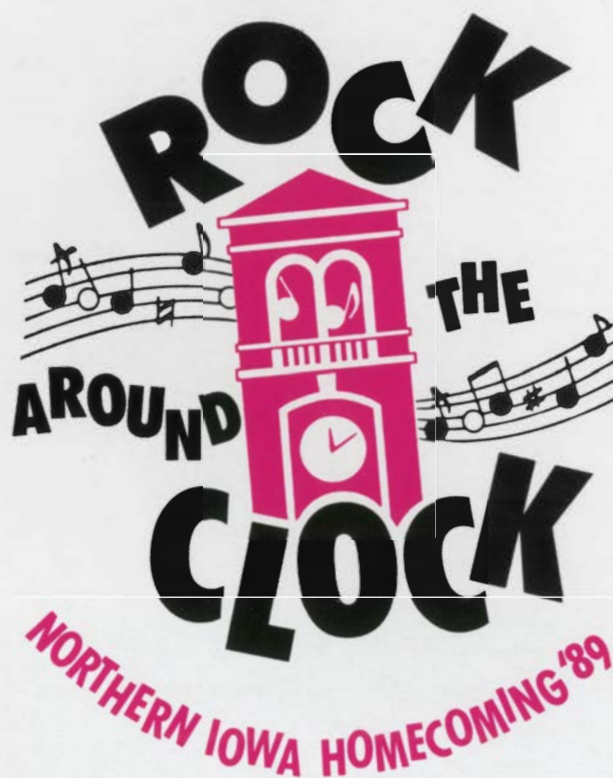
executive. Most often with the modern presidency, it has used the legislative veto. This technique gives authority to either or both houses of Congress to direct the president or independent regulatory commissions to take particular actions.

First used with President Herbert Hoover in 1932 (when he proposed organizational reforms in the executive branch), it has been used most pervasively since 1973 in a host of acts of doubtful constitutionality. This began in the aftermath of Vietnam-Watergate with the War Powers Resolution of '73, passed over the veto of the severely weakened President Richard Nixon. This landmark act sought to regulate the president's role as commander in chief. By it the Congress, without any further action, could after 60 days force withdrawal of American troops engaged in combat.

The following year, in the aftermath of Watergate, Nixon resigned the presidency and a reform-bent Congress

*Continued on page 47*





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